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Content of School Programs

Following are content areas referred to in the briefs which students should have the opportunity to become familiar with.

1. Humane education
2. Calculus
3. Death and dying
4. Geography
5. Multiculturalism
6. Computers
7. Christian ethics
8. Alcohol & drug abuse
9. Sex education
10. Labour education
11. Stereotyping
12. World of work
13. Career counselling
14. Law
15. Human rights
16. Mining
17. Agriculture
18. Religion
19. Values
20. Islam
21. Environmental education
22. Life skills
23. Native education
24. Relaxation therapy
25. Nuclear threat
26. International awareness
27. Heritage languages
28. Native languages
29. First aid
30. Keyboarding skills
31. Creation science
32. Fine arts
33. Life styles
34. Cults
35. Vocational education
36. Technology
37. Parenting
38. Consumerism

1. 1.

INCORPORATED 1928
BY PRIVATE ACT
OF LEGISLATURE

THE SASKATCHEWAN SOCIETY
FOR PREVENTION OF CRUELTY TO ANIMALS

Provincial Headquarters
518 AVENUE K SOUTH, SASKATOON, SASK. S7M 2E2
Telephone 652-7212

SWIFT CURRENT
PRINCE ALBERT
LLOYDMINSTER
MOOSE JAW
SASKATOON
YORKTON
REGINA

HUMANE EDUCATION

- A LIFE SKILL

Brief Presented to:-

SASKATCHEWAN DEPT. OF EDUCATION

The Minister's Curriculum & Instruction Review Committee

Presented by - Peter East

On behalf of The Saskatchewan Society for the Prevention of Cruelty to Animals

and

The Canadian Federation of Humane Societies Education Committee.

May, 1982.

Foreward

Children in our materialistic society are constantly subjected to viewing or learning of acts of violence and divisions in our society from media services or personal experiences. It is often contended that violence is now a part of every day life.

Educators have for years formed one of the prime motivating influences for humanizing and civilizing our society. It is through the educational experience that children and young adults have learned of the aspirations of mankind.

This Brief is intended to present one of the many approaches it is possible to take toward prevention of violent behaviour. It would be immoral to simply accept violence as a "way of life."

Although this Brief focuses upon the humane treatment of animals it does not minimize humanitarian consideration for our fellow man, but rather focuses upon one aspect of conscience and concern that is important in itself and for improving human relationships and eventually the human condition.

The following is an exerpt taken from the General Recommendations of a report of the "Canadian Senate Committee on Health, Welfare and Science" which identifies these concerns as being nation-wide.

171. "The Committee is convinced that the problem of violent crime is part of a much greater malaise. The advance of civilization, the rapid development of technology and of a highly materialistic sense of social values have accelerated the process of divorcing western man from the rest of nature and have encouraged the belief that man is above nature and not ultimately accountable to it. But can we understand, and truly respect, one form of life without an empathy for and balanced sensitivity toward all forms of life? The disturbed child of seven who systematically abuses a younger child, or who regularly abuses defenceless animals or who frequently engages in serious acts of vandalism has a history of poor bonding with its environment."

172. "If we are to teach children how to respect their human and natural environment and all its elements, they must be taught they are a part of nature: "All life is one and all its manifestations are ascending the ladder of evolution". One of the objectives of education from nursery school onwards must be to give children a balanced sensitivity to life -- a humane education."

173. "Humane education in the schools should work on four levels. It should include:

a) factual information about animals, people and the environment and their inter-relationship;

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b) problem solving skills to assist students in critical thinking and making intelligent choices;

c) a climate in which the worth of the individual is stressed and each child is encouraged to develop a positive self-image (essential to valuing others); and

d) values, or moral education, focusing on the rights of other living beings and human responsibilities toward them."

Page 63.

Child At Risk. A report of the Standing Senate Committee on Health, Welfare and Science. Pub. 1980 Ministry of Supply and Services.

The Saskatchewan Society for the Prevention of Cruelty to Animals was established by Act of the Legislature in 1928. In 1973, with some financial assistance from the Saskatchewan Department of Agriculture, an office was opened in Saskatoon with a manager/inspector. Inspection of alleged cruelty to pet animals and animals in the food industry were undertaken together with giving pertinent information to municipalities and police forces.

There are six societies affliated with the Sask. SPCA: Regina, Saskatoon, Moose Jaw, Yorkton, Swift Current, Lloydminster. Proposals have been made for establishing another society in North Battleford.

Through affiliation with the Provincial body, or through independent memberships each of the above societies is a member of the Canadian Federation of Humane Societies, which attempts to coordinate the animal welfare movement across the country. The Federation also works with international animal welfare agencies as well as with those government departments responsible for the animal industry and conservation of wildlife.

It is estimated that 70% - 80% of children living in the urban areas of Saskatchewan own a pet, whether animal, bird or fish. The percentage of children with pets and/or responsibility for food animals in rural areas is probably much higher.

The dependency of an agricultural province such as Saskatchewan upon animals and the animal industry can not be over-emphasized, consequently teaching humane attitudes and fostering humane treatment of animals should play an important role in the program of our schools. A number of other considerations exist for promoting humane attitudes in our school programs.

1. As living organisms animals have an intrinsic value, and are capable of experiencing physical pain and mental stress as are human beings.

2. Man's dependency upon animals for his existence and well-being - food, clothing, by-products, companionship, affection - is obvious.

3. Animals have been trained for working with the blind as guide dogs, dogs to assist the hearing impaired, horse riding for improving muscular and spinal disorders, guard dogs, pets, therapy with the mentally disturbed, and rehabilitation of criminals.

4. The animal industry forms an important part of the Saskatchewan economy.

5. Many medical advances, both physical and psychological, which have benefitted mankind, have been brought about by experimenting with animals.

6. Animals are hunted, raced, exploited for entertainment, purchased for gifts or given away as prize in a lottery.

7. Animals are used extensively for aesthetic purposes in art form - they were even revered as gods by ancient peoples.

There are very few areas of human life which are not affected by our fellow creatures and it is through our education system that all children can be made aware of the value of animals to mankind of all living organisms.

Saskatchewan educators, together with curriculum planners have not been unmindful of our dependence upon animals. The Provincial Department of Education is to be commended for incorporating concerns for animals into the program in the past. Teachers also have stressed humane attitudes in their science and health lessons and should be encouraged to broaden their approach in this important area.

Throughout the programs being used at present in grades 1 - 6 there are many topics which deal with animals for their own sake, or as examples of the needs of living organisms and at the Secondary level greater emphasis is placed upon biological structure, functions, needs and the ecological importance of each species.

Whether intended or not the framework of school programs in Saskatchewan lend themselves to developing humane attitudes in a "Life Skill". Any changes in curriculum or program should continue the present structure, but

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should place a much greater emphasise on humane education as a "Life Skill" by integrating humane considerations at all levels of the curriculum.

Several programs have been developed in Canada specifically for developing humane attitudes toward animals. Those approved programs include:

1. Module approach. Developed by Mr. Gregg Topoli, D.V.M. in conjunction with the Oshawa Board of Education. Dr. Topoli gives freely of his time presenting a series of lessons to Grade 6 students.

ii. Mr. Clifford Moon, Science coordinator for the Board of Education in Durham, Ontario, has developed a teaching unit on humane education at the Division II level.

iii. The Toronto Board of Education is at present developing a resource book on humane education for teachers.

iv. Most humane societies across Canada have offered visits to schools, or class visits to animal shelters on a "resource" basis.

The National Association for the Advancement of Humane Education has developed a whole curriculum for use in schools.

All the above programs have merit, but at this point in time we would recommend that by building upon the present curriculum structure by integration of humane objectives into

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teaching programs we can build personalities that are both humane and human. By integration of humane considerations at all levels of the curriculum and by integration into different subject areas we can develope the Life Skill as part of total personality.

Contrary forces are present on a continuing basis. Violence is portrayed through media services. Attitudes are developed by pre-conditioning through editorial comments on newservices. Economic prosperity is frequently given priority to humane considerations.

We contend that to counteract these influences there should be an effective program of humane awareness in our school system. Development of an humane personality, on a continuous basis so that such attitudes might become more of a personal conviction rather than one of partisan opinion, could be taught by a Life Skill approach.

Life Skill:

Development of the humane education Life Skill, which coordinates aspects of the present curricula in Saskatchewan schools, does not prevent the use of the methods used by other school systems in Canada. It does however:

i. Give a continuous personal development of a humane personality (Fig. 1)

ii. Adds interest and motivation for children on many topics.

/10

iii. Can allow flexibility of teaching methods for rural or urban schools.

iv. Permits introduction of controversial and more unpleasant aspects of animal utilization. Such topics can be introduced at a level compatible with emotional maturity and level of comprehension of the students. * 1

Implementation:

1. To implement this integrated approach a loose-leaf resource reader could be developed for use in each school within the Province. Sections could be revised either bi-annually or tri-annually.

The Reader could include:

- articles on humane philosophy.
- concept of development of "Life Skill".
- lesson plans and ideas for integration into science, health, literature and social studies programs at all levels Kg - 12.
- list of resource agencies in Province and/or across the country.
- film kits.
- book lists.
  - a. student reading material
  - b. teacher reference
- information on current practices in the animal industry and pet population control agencies. * 2

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2. More advice to teachers and more suggestions for humane considerations could be written into the present curriculum guidelines.

3. Workshops or in-service programs can be offered to all interested teachers.

---

* 1 Such topics including: humane slaughter, euthanasia of unwanted animals, neutering of pets, trapping of fur-bearing animals, intensive livestock production, etc. (see appendix #1)

* 2 Sample is already under development for presentation to the Department of Education.

Humane Education - A Life Skill
to be integrated with the Saskatchewan school curricula

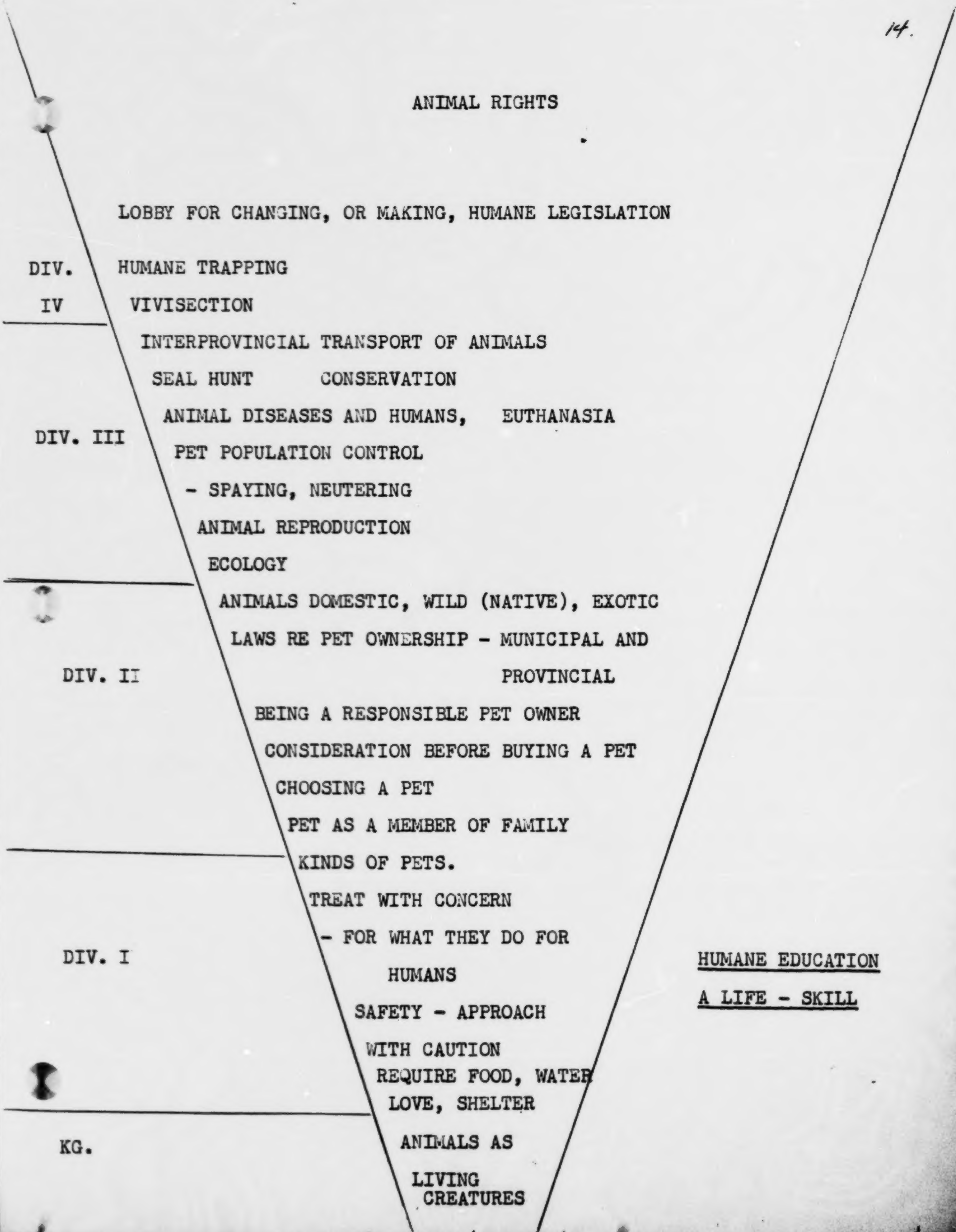
Development of a humane personality will take many years depending upon the amount of contact with animals and people that a child may have. Not only the frequency, but also the type of experiences will determine a child's attitude toward animals. The child may own a pet, work with food animals on a farm or see animals only at a circus, zoo or rodeo or as a local entertainment feature.

Though most young people are exposed to many of the aforementioned situations it is through the school experience that a wide range of opportunities for development of humane attitudes may be introduced by the teacher. Such activities could ensure a careful, scientifically controlled humane approach.

This sequential Development Chart suggests levels at which various humane topics may be introduced into the school programs and has been compiled in conjunction with the scope and sequence charts of the science and health programs of Divisions I and II. For Divisions III and IV the topics can be integrated into science, biology, social studies and language arts courses.

Whereas the topics of Divisions I and II are concerned with the basic needs and care of animals, the Divisions III and IV topics deal more with biological functions, social problems, moral issues and legislation for animal welfare.

The attached scope and sequence charts give an outline of topics involving animals and are taken from the curricula. Humane considerations suggested in the Development Chart are commensurate with the level of education and maturity of the children as are the topics of the scope and sequence charts. Of prime consideration is the open-ended scheme which gradually encompasses the whole humane approach to animals and matters relative to them.



ANIMAL RIGHTS

DIV. IV

LOBBY FOR CHANGING, OR MAKING, HUMANE LEGISLATION
HUMANE TRAPPING
VIVISECTION

DIV. III

INTERPROVINCIAL TRANSPORT OF ANIMALS
SEAL HUNT   CONSERVATION
ANIMAL DISEASES AND HUMANS,   EUTHANASIA
PET POPULATION CONTROL
- SPAYING, NEUTERING
ANIMAL REPRODUCTION
ECOLOGY

DIV. II

ANIMALS DOMESTIC, WILD (NATIVE), EXOTIC
LAWS RE PET OWNERSHIP - MUNICIPAL AND PROVINCIAL
BEING A RESPONSIBLE PET OWNER
CONSIDERATION BEFORE BUYING A PET
CHOOSING A PET
PET AS A MEMBER OF FAMILY

DIV. I

KINDS OF PETS.
TREAT WITH CONCERN
- FOR WHAT THEY DO FOR HUMANS
SAFETY - APPROACH WITH CAUTION
REQUIRE FOOD, WATER
LOVE, SHELTER

KG.

ANIMALS AS LIVING CREATURES

<ins>HUMANE EDUCATION</ins>

<ins>A LIFE - SKILL</ins>

SCIENCE

ANIMALS - DIVISION I

	YEAR I	YEAR II	YEAR III
Late Summer and Fall	Common wild and domestic Food and shelter Preparation for winter Common birds: flocking and migration Picture gallery Aquarium	Birds (flocking migration) Mammals prepare for winter Caterpillars and cocoons Disappearance of flies	Review: mammals prepare for winter Insects, frogs, toads prepare for winter How animals are fitted to secure food What various birds eat
Winter	Winter birds and animals Feeding birds Pets	Winter sleepers Winter birds Feeding station for birds Feeding and care of pets Aquarium	Winter visitors Feeding winter birds Animal tracks
Spring and Early Summer	Reappearance of birds Life story of a common bird Reappearance of animals Farm animal babies	Early birds: nesting activites Reappearance of gophers, frogs etc. Farm animal babies Life story of a kitten or pup Terrarium	Additional birds Records of returning birds Bird habitats Increased insect life How animals are protected from enemies

ANIMALS - DIVISION II

	YEAR I	YEAR II	YEAR III
Late Summer and Fall	Adaptations of animals: migration change of coat, hibernations, storage of food, change of colour, defence	Bird migrations: preparation, destination, reason Food getting activities of rodents, birds, hoofed animals	Observing ant colony Aquarium: tropical fish and their feeding habits

ANIMALS - DIVISION II

	YEAR I	YEAR II	YEAR III
Winter	Characterisitics of the seven animal groups Adaptations of man	Winter birds Census of wild animals in the community Animal tracks, observe, sketch, catalogue	Animal tracks: How animals live through difficult times: physiological changes, food scarcity, defence, natural selection
Spring and Early Summer	Animal life in a pond Observing and recording reappearance of animals in spring Identification of additional birds	Birth of mammals, birds, fish, insects, reptiles Characterisitics of a spider and insects Record of birds returning How birds are fitted for flying, swimming, wading, securing food, protection	Simple forms of animal life: snails, clams, worms, crayfish Identify and study the characteristics of Saskatchewan game fish

INTER-RELATIONSHIP OF LIVING THINGS - DIVISION I

YEAR I	YEAR I	YEAR II	YEAR III
	Animals help man (food, companionship, power) Man helps animals (food, shelter, protection) Plants help man and animals (food, shelter, beauty)	Trees (beauty, food, shade) Mammals provide food, warmth, transporation Mammals depend on plants Baby mammals depend on mothers	Plant needs Plants provide food and protection Animals spread plant seeds Insects help pollination Insects need plants Animals cooperate

INTER-RELATIONSHIP OF LIVING THINGS - DIVISION II

YEAR I	YEAR II	YEAR III
Green plants make foods needed by all living things Interdependence of plants and animals	Types of plants used for food	Interdependence of birds, insects and man

INTER-RELATIONSHIP OF LIVING THINGS - DIVISION II

YEAR I	YEAR II	YEAR III
Man's use of wild plants Domesticated plants and animals Dead plants produce humus Some plants and animals are harmful	Plants used for clothing, shelter and beauty Plants prevent soil erosion Animals help man improve soil Birds: control insects Man improves plants	Bacteria Some plants harmful to other plants, animals, man some diseases caused by organisms

	DIVISION I YEAR I	DIVISION I YEAR II	DIVISION I YEAR III	DIVISION II YEAR I	DIVISION II YEAR II	DIVISION II YEAR III
MENTAL HEALTH	School facilities School personnel New experiences New friends Introductions Relationships Feelings	School Friendships Abilities Group activities School personnel Fear and anxiety Responsibility Decision making	Developing friendships Co-operation Emotions and feelings Individual differences Self-image Respect Responsibility	Self-acceptance Individual differences Relationships Introductions Group membership Environmental influences	Self-image Personality traits Heredity and environment Communication Group pressures Decision making Relationships between physical and mental health Problem solving Career decisions	States of mental health Emotional needs Feelings Handling emotions Counseling Friendships Crisis Tension Job selections
DRUG EDUCATION	Household products Safe handling of drugs Medical use of drugs Doctor's office	Drug uses Drugs containing household substances Over-the-counter drugs Taking drugs	Non-medical drugs Drug usage Decision making Self-acceptance	History of drug use Sources of drugs Smoking Hallucinogens Stimulants	Alcohol Alcoholism Inhalents Barbiturates Tranquilizers	Narcotics Advertising Smoking Hallucinogens Decision making Stimulants Amphetamines Alternatives to drugs
FAMILY LIFE	Animal families Human families Human infants Role acceptance and love Individual responsibilities Co-operation Role of parents Role of school	Living and non-living things Plants and animals Groups of living things Reproduction of living things Care of young Family role in caring for chilren Co-operation	Germination and life-cycle Reproduction Fertilization Cell Newborns Role of parents Growth patterns Heredity Human relationships Individual responsibilities	Growth patterns Personal rights Responsibility of family members Decision making Attitudes and values	Heredity Maturation Body systems Female physiology Menstruation Male physiology Growth patterns	Family co-operation Communication Puberty Menstruation Birth process Ways of expressing love Procreation Parental role Changes in family membership

H. R. Lang, "Skills: Vocational Education," presentation to PDK Conference on "Curriculum Review - Striking at the Core," Regina Saskatchewan, April 24, 1982

(An advocacy position open to debate)

DEFINITION OF VOCATIONAL EDUCATION:

Career and Vocational Education: formal education preparing students for all life roles.

Vocational Education (Broad Definition): making an individual more employable in one group of occupations.

Vocational Education (Narrow Definition): training for a specific occupation.

BASIC GOALS OF VOCATIONAL EDUCATION:

1. To meet the manpower needs of society.
2. To increase the options open to all students.
3. To serve as a motivating force to enhance all types of learning.
4. To provide personal use knowledge and competence.
5. To contribute to general education objectives.

SELECTED OBSERVATIONS:

"Schooling should place every boy (and girl) in the social, educational, and occupational position where he (or she) can make the greatest contribution in line with his (or her) interests, aptitudes, and training." (E. Stoops and G. Walquist, Principles and Practices in Guidance, New York: McGraw-Hill, 1959, p.12)

The University of Regina Task Force on Secondary Teacher Education reported Table 1, Suggested Changes in High Schools for the 1980's. This spoke to responses to an open-ended questionnaire item of a survey of teachers, administrators, trustees and students--population 595. In order of frequency of response, the top three were: (1) Display greater orientation toward students' needs (209 responses); (2) Provide more preparation for adult work life (178 responses); and, (3) Have better English/Math basic standards (62 responses). (Report of the Task Force on Secondary Teacher Education, University of Regina, June 1980, p.23.)

Guidance counsellors, administrators and teachers are under the pressure of university entrance requirements demands to place vocational education in a "second class" status. This reflects misinformation about what university entrance requirements really are, and the appropriateness of some "academic" subjects as pre-requisites to university study. Ignored is the fact that only a very small percentage of those entering Grade I will enter university. Yet, the curriculum is directed at university entrance. Almost all students will enter the world of work--a small number will enter and finish university. Why does the "tail wag the dog?"

Even Technical Institute entrance requirements force students to select an "academic" curriculum when the subjects taken are often clearly unnecessary for success in most of the programs offered. Further, articulation between what is taken in high school vocational subjects and what must be taken at the Institute is remarkable, at times, for its lack of logic. For example, a student may take three years of drafting in high school only to be forced to begin at "day one" of the Institute drafting program.

The predominantly held notion that vocational subjects are narrowly vocational, and provide only psychomotor outcomes is simply NOT true. Vocational subjects provide for general academic outcomes just as effectively as "academic" subjects AND provide understanding and skill useful for the world of work and living. For example, Business Math can be just as rigorous as Algebra AND contribute to vocational competence. Vocational education attends to cognitive, affective, expressive and social outcomes as effectively as does "academic" education.

Some people felt that vocational education does not contribute to "liberal education." This is just not so. Vocational education can, and does, contribute to the ability to solve problems, to inquire, to judge, to evaluate, to communicate effectively--as much so as any "academic" subject. (In any case, the distinction between "academic" and "vocational" education is inappropriate and disfunctional). Also, in a sense, all vocational subjects are "academic" and all "academic" subjects should contribute to "vocational" outcomes (if this is consciously done) and help prepare students for the various life roles.

It cannot be overemphasized that those who dropped out of school, or graduated, WITHOUT adequate preparation to enter the world of work provide the largest group of the unemployed. This extends to a B.A. and beyond! These individuals have no saleable skills and competencies. It might be argued that their schooling robbed them of a chance for employment.

It is sometimes said that traditional subjects are "better" for students. Studies show that there is no evidence of the superiority of any one subject or group of subjects. Success in university, for instance, depends more on how well students did in the subjects they took than on which subjects they took. Garry and Kingsley state that "Prior to the present century, the doctrine of formal discipline dominated educational philosophy and practice.... This doctrine was discredited by experiments made in the early part of the century." (R. Garry and H. Kingsley, The Nature and Conditions of Learning, 3d Edition, Prentice-Hall, 1970, pp. 512-532).

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Some may oppose vocational courses since they feel that this may reduce the number of students taking "good and important" subjects. This, likely, is not true because of the greater "holding power" of vocational subjects. If more students are "held" in school, there should be more students to take "academic" subjects.

Administrators might oppose the offering of vocational subjects since timetabling and staffing becomes complicated when choices are introduced. Forcing all students, in effect, to take a limited menu of "academic" subjects makes life simpler--and causes dropouts and discipline problems. It may be more logical to drop some of the "academic" subjects-- many of which have precious little utility for later life. Certain courses should, of course, be available for those intending to go on to university, and if these are truly prerequisite. These could also be available for those who "elect" them out of interest. For all practical purposes, the majority of students must, for example, take algebra and geometry-trig. Why? Part of the answer might be to make some of the present "academic" courses more relevant.

Should vocational education be only for the less able? No more so than for "academic" education! We all should take students from where they are to where they can go. Vocational study should be available to ALL students.

Goal statements for education for virtually every province and state on the continent call for preparation for vocation. These statements strongly call for "preparation for life." Almost everybody has engaged in, or will engage in, some form of work in our economy. Work is a pervasive influence on our lives. Al Anderson, speaking to the Saskatchewan Career/Work Association of Saskatchewan stated that almost everybody is, or will be, part of the work force, and that everybody is touched by the work force all their lives (April 23, 1982). Our economic and social system revolves heavily about the world of work. Vocational education should be an important component of schooling for ALL students.

Some city high schools include as many as 80 percent of their students who work part or full-time. Some teachers claim that this interferes with their education. I suggest that perhaps working provides needed educational outcomes sadly lacking in our formal curriculum. Should we not recognize the fact that many students work and mold their work experience into the curriculum in a constructive reflective way? Cooperative work experience programs have been very successful in many parts of the world in preparing students for occupations and in providing general education outcomes. Can work experience be articulated meaningfully with the curriculum and perhaps even receive credit?

Several speakers have spoken to the need for curriculum relevance and the desirability of focusing on the needs of students. Some have said or implied that preparation for vocation is the responsibility of the curriculum. Vocational education can, and should, help in the task of preparing students for life and fulfillment in the various life roles individuals will be faced with. Vocational education can, and should be, available as contributing to teaching students to learn how to learn.

ISSUES INVOLVING VOCATIONAL EDUCATION:

1. What kind, depth, of vocational and career education should be provided through the various levels of schooling? Elementary school? High school? Alternate high school (e.g., Special Education Vocational Schools; Vocational High Schools)? Community Colleges? Technical Institutes? Universities?
2. What articulation is reasonable between the above levels of schooling?
3. What should be the roles of vocational and "academic" education in preparing for life roles? What articulation should there be between vocational and "academic" education?
4. What kind of work experience, if any, should there be as part of the curriculum?
5. Should there be a rural/urban difference in what is provided through vocational education?
6. What kind of student should have access to vocational education? Only the less able? All?
7. What should be role and responsibility of business and industry?
8. Should vocational education stress "process" or "content?" Both?

Scott Collegiate Institute
3350 7th Avenue
Regina, Saskatchewan S4T 0P6

Office Of The Principal

April 4, 1982

Dr. Terry McKague
Research Co-ordinator
Curriculum & Instruction
Review Committee
Department of Education
2220 College Avenue
Regina, Saskatchewan

Dear Terry:

I feel it is important for your committee in its study of curriculum and instruction review to give some consideration to building into the Social Studies curriculum at all grade levels some suggested topics and related materials that could be used by teachers to enrich their programs if they have a high percentage of native students in class.

Much of the criticism leveled at school and teachers where native populations are high comes from native people who say the curriculum does not recognize native people, does not present them in a bright light or give their culture any recognition.

Teachers often attempt to build into their Social Studies and reading programs native material. However, they don't know what is available, what topics are appropriate or what activities are culturally acceptable by native people. It is a huge task for a teacher or a school to begin from scratch in this area. If a teacher attempts to build a curriculum using suggestions from available native resource people, the situation becomes more complicated and time consuming. A ready made alternate curriculum for schools with a high native population would be of great benefit. At least the framework for teachers to build upon would be there. It would also give credibility to the curriculum in the eyes of the native people who suggest the present curriculum has no significance for native students.

I know Terry that you feel hearing briefs from native groups may not reflect the attitude or concerns of native parents. However, it is the native pressure groups who put the pressure on schools and a Department of Education curriculum which reflects the needs of native people and suggested topics and materials for teachers wishing to implement them into their programs would relieve some of the pressure teachers who teach native students feel.

Yours truly,

Ken

K. Forster
Principal

KF/llo

BRIEF PRESENTED TO THE SASKATCHEWAN DEPARTMENT OF EDUCATION CURRICULUM REVIEW COMMITTEE BY CORNELIUS BALLANTYNE, CHAIRMAN DESCHAMBAULT LAKE SCHOOL COMMITTEE, PETER BALLANTYNE BAND, ON FEBRUARY 3,1983.

On behalf of the Peter Ballantyne Band and the Deschambault Lake School Committee, I would like to thank the Curriculum Development Committee for giving us the opportunity to present ~~the~~ Treaty Indian position. In general we find that there are a number of factors in operation which tend to limit the amount of input that we would wish to have in educational decision making. Prominent among these factors is the process of centralizing control over education in the south. While it may be assumed that The Northern Lights School Division serves the purpose of providing Northern involvolvement in the decision making process we would maintain that the northern board is yet another example of centralization at the expense of local control.

We see a number of curriculum related problems which are a result of the absence of local decision making power. In what follows we will touch on some of these problems and attempt to demonstrate how increased local decision making power could serve to ameliorate them. We will also stress that in the case of Deschambault Lake increased local control of the school and its curriculum are important elements of the larger issue of the Peter Ballantyne Band's land entitlement at Deschambault Lake and Band ownership and operation of the school.

We have a problem with the current structure of the school year. We have made numerous attempts to have the school year changed but have been prevented from doing so by the Northern Lights Board who say they are only following the guidelines set out by the Education Act when they refuse to grant our requests.

The Department of Education's school year exhibits little regard for the traditional occupations of many members of our community. We are desparately working to preserve our traditional means of livelihood (hunting, fishing and trapping) in the face of increased resource development, falling prices for our raw products and an increasing tourist population. These occupations involve cooperative family efforts which require that all members of the family leave the settlement for extended periods of time; especially in the spring and early summer. Family operation of a fishing or trapping camp is the primary, albeit seasonal source of employment for ~~the~~ our already severely depressed local economy.

Hunting, fishing and trapping camps are also cornerstones in our campaign to retain our native culture and dignity. These activities perform an educational function which is integral to our economic well being and to our identity as a people. Our children learn the skills needed to perform these occupations from their families out in the bush and on the lakes. The current school year forces our people into making extremely difficult decisions- do they leave their children in school during , for example; fishing season, separate the family and keep their children from experiencing an important cultural activity or take them along and cause them to fail to complete the school year.

Our fellow Band members at Pelican Narrows have resolved this problem; at least to a much greater extent than has been afforded us in Deschambault. Pelican Narrows has a Band controlled school. Input from both parents and teachers in Pelican Narrows has resulted in the school year being shortened by one month. The students are let out of school at the end of May which enables them to participate in the activities which are occuring at the height of the fishing season. This feat was not accomplished at the expense of time spent by the students in school but by merely extending the school day by one half hour throughout the rest of the year.

Like other distinct ethnic groups in Canada, we too are endeavouring to preserve our culture in the face of growing western homogenaity. Unlike many of the other ethnic minorities in this country we have in our possession Treaties which were purported to grant us the land base and educational and public health facilities necessary for sustaining our national integrity. We continue to find ourselves in a struggle to preserve that which we were guaranteed in the past. In addition, we must struggle to have a voice in what we wish for our people in the future. These two battles are inextricably woven together.

Central to the culture of any people is its language. In Deschambault Lake we have been tennaciously successful in our efforts to preserve the local Cree dialect. The school has been of virtually no assistance in this task. It could, in fact be said that the school stands as the greatest threat to the preservation of the Cree language in this community.

When children enter the school system in any Saskatchewan community they are probably less than proficient in the intricacies of their native language. Ours are no exception. However, rather than being given the opportunity to learn to read, write and better speak their own language our children are thrust into an English Language program. When we request that Cree Language instruction be given, as even a minute part of the school curriculum we are informed that the Provincial curriculum does not allow for the time needed to implement it. We are also informed that such a program would severely tax the instructional resources of the school.

We find the taxing of resources argument lacking since the NORTEP program has provided many northern communities including ours with many Cree speaking instructors. We are afraid that NORTEP graduates have been locked into teaching primary grades where they act as translators, who merely introduce the children to English. We find it distressing that the resources the NORTEP people could provide in the way of cultural education is not utilized to full advantage under the current system.

Like any other nation, we have a history.and it is not part of the Department's curriculum. We wish to see the history of the Status, and Non-status Indians and the Metis of this region incorporated into the social studies curriculum. While we see this as absolutely essential for our community it probably wouldn't hurt southern children to discover that Columbus didn't discover America as well.

In addition to a Cree language program and Native history, we feel that the school should serve as a medium for the teaching of a variety of other culturally related programs. Such programs could rely on the resources of members of this community and provide instruction in many of the traditional skills and technologies which are, in many cases, on the verge of being lost to posterity. The folk-lore and legends of our elders would be one of the central elements of what we have just termed "other culturally related programs".

Our school has well equipped ,modern home economics and industrial arts labs. but we find that there is littl.e offered in the way of voccational education. At present the students in the senior class are the only ones with scheduled voccational ed. periods and these are held for two and one half hours every six school days. We are informed again that Departmental requiremnets with respect to curriculum and the "limited" resources of the school prevent any further trainning in these areas. Since the vast majority of our students will not go on to further or post secondary education after completing their studies in Deschambault Lake we find it odd that our school is able to offer nothing other than the standard academic core subject program. While we do not seek to deny any of our children access to university trainning or other forms of post-secondary education we do feel that the r ealities of our situation dictate greater emphasis on voccational education.

At the Northern Lights School Division meeting of January 20, 1973 the board approved a motion whereby local boards like ours would no longer be granted permission to interview teachers whom the Board wished to transfer to their school. Given the unique nature of social conditions in the north and the fact that large numbers of the teachers hired by the northern board have little or no experience with conditions in the north we feel it is absolutely essential that our community have a voice in determining a teacher's suitability to our local environment.

In addition, we see this new policy as a further threat to what little local autonomy we currently hold. We fear that the board will attempt to transfer teachers who were ill suited to conditions in one northern community to another community (with probably similar conditions) rather than going through the more cumbersome process of having the teacher dismissed via the procedures laid out in the Education Act regarding dismissal.

We are already aware of the kind of comments this brief is likely to produce. We will be told that options for many of the kinds of programs which we have stated, we would like to see implemented into the local curriculum are already in place within the current system. We will address these comments by simply asking - if the mechanisms are already in place why have we had little or no action n on these long standing requests?

We believe we know the answer. Currently our local board has no legal authority. We are subject to decisions of the school administration, the northern board and the Department of education. Our requests are lost in a bureaucratic maze over which we have no formal control. It will be argued that we have a voice though our elected board representative. It is ridiculous to think that one representative elected to represent an area larger than many countries which contains many culturally distinct communities can effectively speak for all the people he was elected to represent. No one person can adequately shoulder such a burden.

We also wish to assert that local autonomy in educational decision making must be accomplished on our own terms and not according to any formula imposed on us by outside agencies. Our terms for local control are simply put. We wish our school to be operated by our band, by our own elected representatives, our people and under our constitution. Formulas for local control already presented to us reflect attempts to divide control of the school between different groups in the community with little or no regard for the actual distribution of the local population. We find such attempts inconsistent with what we have been guaranted in the past and inconsistent with what is required to improve the quality of education offerred in our community.

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THOUGHTS TOWARDS A DRAMA CURRICULUM

(This brief is being presented at
a number of public meetings - TRM)

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A: What Are Drama and Theatre

B: Why It Should Be On the Curriculum

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D: Realities: How It Could Be Implemented
Problems of Implementation

E: Teacher Training

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G: Credits

32.

A: What Are Drama and Theatre

There are many misconceptions, still in existence today, regarding what drama and theatre are. Drama and theatre are two parts of a complete process. Drama skills are used to develop good theatre, and theatre is where drama is done. Drama is the process, theatre is the result. Theatre cannot effectively exist without drama, but drama can and does exist without theatre in that DRAMA IS A LIFE SKILL.

There are few areas of life that so readily lend themselves as a training ground for discipline and the learning of commitment. Drama, like a team sport, cannot take place in isolation. Group interaction must occur, teaching the individual much about the fine art of co-operation as well as an empathy for others.

Drama is communication. It is based on language. Oral language is primary. It is the first language skill that the individual acquires. Oral language is the basis on which other language skills are built. People who talk well read and write well. It is therefore vital that people engage in activities that expand their spoken language. Drama is such an activity.

Good speech does not all come from the mouth. Breath is the basis of good speech. The complexities of speech are so intertwined with the freedom, stance and relaxation of the body, that the individual must learn much about posture, movement, the physical control and possibilities of his own body. This in turn leads to development in the skills of elocution and communication, and an ability to present oneself to the best advantage. This results in an improved self image, confidence and a strong sense of self worth within the individual.

The material utilized in drama deals with life. Real life possibilities and complications. The cause and effect of relationships and events, be they personal, social, political, religious or historical. It gives us an understanding of our culture, literature and history by teaching people to observe instead of watch and to listen instead of hear.

These things are all part of a total personal development that conditions the mind for a healthy and productive life.

B: Why It Should Be On the Curriculum

Drama is already being taught in many schools in the province on a class and or extra curricular basis. There are twelve teachers in Saskatchewan who teach drama more than one third of the time. This situation arose largely because of community desire or pressure. These schools and communities should have the benefit of a curriculum guide.

There is a highly evident desire to perform and participate in drama observed from student and teacher participation in the High School Theatre Festival and Conference. This is an annual event sponsored by the Saskatchewan Drama Association and the two Universities. It has grown over the past five years to involve 1500 students and 200 teachers of the province.

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The desire to participate is so strongly felt that of the 500 students in attendance at the provincial finals, only 100 are there to compete with their plays. The rest come to be immersed in the learning and sharing of drama skills. Often this is the only opportunity they have, particularly those from rural areas, and its' impact has been tremendous on the lives and attitudes of these young people.

It has also been discovered through the festival how well drama can facilitate a large or small school. Unlike team sports one can easily and is often, due to the nature of the material, required to cross age barriers. Utilizing all the talents and interest available within a small school student body gives many schools an opportunity to excell in a field, where other areas like sports do not as readily afford such an opportunity for a small school.

This opportunity along with the evident desire to participate in drama satisfies a need for achievement in a vacuum of positive youth activity. Having drama on the curriculum will be a step in the right direction to provide a positive resource for the students of today.

Society is spending fewer and fewer hours in the work force. People must learn to use their leisure time in an interesting and constructive manner in order to live a more satisfying andeffective existence. Participation in drama is an active leisure time activity and is therefore more productive than being a passive and uncritical consumer.

As society becomes more and more aware of the dubious pleasure of mindless distraction by television, there will be an even greater demand for cultural and creative growth.

As the need for leisure time increases, many people will be making a living in the entertainment field and many more will have developed an interest in life long cultural participation, whether it takes the form of university training, a support and appreciation of professional theatre, or as a follow through life skill for a community.

C: Community Development and Follow Through

We are tiring of imported T.V. culture. Evidence of this fact exists in the rapid growth of active community theatre groups throughout the province. We are experiencing the beginning of a cultural base for communities.

An example of this would be the cultural activity of the community of Stoughton and district. Stoughton is a typical small town with a combined civic and rural population of 1234. The lifestyle of the area involves itself with farming, business, sports and recreation. This community recently established an Arts Council of 32 members that has purchased renovated and transformed an old movie theatre into an all encompassing arts centre. This centre exibits film three days per week, directs and performs live theatre, sponsors touring theatre and art displays, holds music events, a regular childrens program and plans to expand to house pottery, ceramics, and visual arts facilities. All work is volunteer and the benefits to the community have been life giving. It is interesting to note that of the eight energetic individuals who implemented this project, five developed their interest and awareness of theatre via the High School Theatre Festival. This project has resulted in enrichment and exposure to the arts for the entire community. It is also drawing much audience support from communities within a forty mile radius.

The benefits of a curriculum guide for this community are obvious.

The following article by Professor Tom Kerr head of the Department of Drama at the University of Saskatchewan clearly states the need for a provincial drama curriculum.

Toward a pleasing form of speech

"Every effort should be made in all classes to train pupils to speak clearly, freely and pleasingly, with direct emphasis upon good Canadian speech, clear, and pleasing, and without trace of affectation." So reads the preface in the curriculum outline for drama courses in junior and senior high schools of British Columbia, Canada. British Columbia was one of the earliest provinces in Canada to teach drama as a credit course, and the granting of credits gives the courses status with other academic subjects.

It is, however, notable that the small group of semi-qualified teachers (in speech and drama) who were gathered together in 1951 to draft and submit a course outline for accreditation by the Department of Education employed the term "Canadian speech"; and were careful to differentiate between good speech and affected elocution. The latter is deplored in this country as a "phony English accent"; hence the qualification that the students develop "good Canadian speech."

The fear that a rigorous pursuit of good speech habits might result in an affected, or "English", style of delivery is perhaps one of the reasons why attitudes toward drama courses at the high school and university levels often run hot and cold; and seem to ensure that speech programs remain in a pioneering state throughout the nation.

There are few formal programs in speech (and even these are sparse and of questionable merit). Very little oral work is done in English classes because teachers find the subject load very heavy, and time for listening to and developing oral expression is limited. Consequently, a drama course may, provide the only opportunity available for a student to study and improve his speech.

In the far-too-rare instances when teachers with speech degrees — associates of Toronto Conservatory, or of Trinity College, London, for example — have been employed, schools have observed a rapid response in interest paid to dramatics, debating, speech festivals, and performances of oral work.

Unfortunately, there are few instructors in the country who are so qualified; and often these are ineligible for regular appointment to faculties or departments of education because they lack other, requisite degrees. Officially, oral expression, interpretation, and the development of spoken language skills are left to the already harassed and frequently overworked English teachers.

Furthermore, many of the teachers adjudged competent to instruct in English classes across the country are themselves lacking in oral skills. My work frequently takes me to schools and universities to adjudicate speech festivals; and inevitably, a choral group lacking in vitality and energy is directed by a teacher who possesses the same deficiencies. A quick glance at a classroom reveals many students with inadequate skills in projection and articulation, and in vocal interpretation; but this same body of students is scarcely aided by an instructor with equally pronounced deficiencies.

I would re-iterate that the often-felt apathy towards speech instruction in Canadian education is due in large measure to a fear of the word *elocution* because it presents to the Canadian a verbal picture of a stilted, affected form of speech — a form of speech which I personally feel is a thing of the past. We should take for granted the fact that a pleasing voice is always an asset in almost any profession; and that speech is our most basic form of communication. The most exciting development in the student of speech is the growth, of expression and personality. Correct speech training, encompassing as it does physical stance, vocal features, and the intellectual interpretation of the spoken word, must ultimately nourish both mind and body. In view of this, it becomes imperative that speech training should be an essential part of a formal education.

In Canada we can be grateful for the fact that the speech is probably more neutral — and desirably so — than it is in most other English-speaking countries. Except for the odd marked differences in intonation, and perhaps a slightly flat tone prevalent in the prairie provinces, we are not hindered by dialects.

Rich in color as the Cockney, the Glaswegian, and many other dialects may be, they are problematic to the delivery of the spoken message; and their absence is something to be grateful for.

Dialects are colorful, but not when they are inarticulate. Actors require command of a range of dialects, and must turn their ears to the various characteristics of contrasting regions and countries. However, the actor's speech training must start with a thorough understanding of basic speech — a standard English — which will provide the resources for versatile application to accents and dialects.

But if the young, aspiring Canadian actor is helped by his natural inclination towards a "neutral" sound, he is quickly limited by the lack of access to skilled, trained professionals in the area of speech. When he commences his study in a formal setting, he generally has a limited background in a country where qualified instructors in speech are few in number, and where audible, much less articulate, speech, is rarely the norm.

My colleague Jane Casson, who is probably one of the most classically trained, and one of the most experienced actresses in Canada, had this to say about speech in Canada.

"In this age it is socially unacceptable to express in our speech a full range of emotions. We use speech and the voice rather to conceal emotion than to express it. Therefore, it is difficult for Canadians even to find themselves willing to develop the kind of speech and vocal equipment necessary to play the classics such as Shakespeare. When this problem is overcome, as in rare cases it can be such as Douglas Rain, Martha Henry, and William Hutt, the Canadian voice and Canadian use of words is highly efficient for the purpose. In my opinion, therefore, we must train young people in the expression of emotion through voice and words and not just obliquely through monosyllabic modern social idiom."

My concern is for an articulate and pleasing sound in every day speech. But I am especially concerned about the lack of these qualities in professional circles as well as educational institutions and, regretably, in the professional theatre.

D: Realities: Problems of Implementation
How It Could Be Implemented

Developing an effective curriculum for drama is not simple. This has been discovered by the drama teachers in the province, who have responded to a pressing need and developed a curriculum of their own, due to the absence of a provincial curriculum.

One is not dealing as much with the individuals ability to absorb and retain knowledge, but with personal growth, emotional development, social adeptness, and personality traits. All are areas that are difficult to judge and assess, to pass or fail. However the problems of implementation seem small when compared to the benefits for the individual discussed at the opening of this paper.

There are two programs currently operating within the school structure, that like drama are fairly recent phenomenons, developed in the last twenty years. These being Band and Physical Education.

Both programs are fully endorsed and recieve active and legitimate financial support by school boards. Both have a hired teacher to specifically teach in these areas.

Every high school in the province has, or has access to a gym. The band program purchases expensive instruments. Both operate during the school timetable. A drama program could do the same with less cost and more return.

The differences between these two programs is the way in which they have been implemented into the school. The band program is elective. Band teachers, especially in rural areas, are at a liberty to take students from other classes for individual or group instruction. Work is also done on an extra curricular basis. Course credits are given for division four only, like other curriculum subjects.

The Phys. Ed. program is compulsory. Work is also done on team sports on an extra curricular basis. This model applies on a kindergarten through grade twelve level. As enrollments decrease the phys ed teacher as opposed to the class teacher is responsible for teaching the classes in division one and two.

The following three examples of drama programs that have been, or are being implemented, point out that drama could work effectively as an elective, like band, or on a compulsory basis, like phys ed.

1. Beechy is a small rural school. The division four enrollment is thirty four students. These students have a choice of one of three classes. Art, Sask Studies Agriculture, or Drama. The school has forty two class periods in a six day rotation. The elective program involves three class periods for a total of one hundred and thirty five minutes in those six days.

2. Alfred Peacock High School in Moose Jaw.
   Grade nine receives an all encompassing introduction to drama giving them an awareness of the scope involved.
   Grade ten deals with scripted work, media exposure and a more concentrated focus on acting and speaking.
   Grade eleven emphasizes technical skills. Light and sound design and technical aspects of media production.
   Grade twelve builds the set for production. Works with television, radio, playwriting, and criticism.

36.

Evaluation of all students at all levels takes the form of a three part system. Attitude, ability and activity. This system de-emphasizes acting skills and instead is based on involvement and participation. Production is a complete and separate entity from the curricular classes. This allows those who cannot take the classes due to other heavy curricular demands an opportunity to do productions, as well as giving the drama class an opportunity to use their skills.
This program has most successfully combined the curricular and extra curricular aspects.

3. The Moose Mountain Arts Council employed a resident animateur during the 1981 - 82 school year to develop theatre in five of the schools and communities of the Arcola School Division. This program was experimental and exploratory in nature. It was done at no cost to the school division.
The animateur set up the program in four of the schools involved on an extra curricular basis. Only the students interested took the classes offered and worked on the productions chosen. This format was similar to that of team sport participation, with the addition of added class work, and was highly successful for the students involved. However many of the students inthe school with difficulties in movement, speech and social behavior , did not take the program. Presumably this is because they are still under the misconception that doing theatre is only acting in plays. If more direction and encouragement had come from the school division, the effects of the program would have been more far reaching.
In the case of the fifth school, the principal introduced the program on a compulsory basis in division three and four. In addition the production of a play was implemented on an extra curricular basis. The program in this school was more successful and the results more beneficial to the greater number. Interest and productivity in the production was far greater due to the awareness instilled in the students from the class work.

E: Teacher Training

In order for a drama program to work there is a critical need for drama teachers.
The University of Regina, in response to this need now offers a Fine Arts Education program. The students take classes in all the areas of drama, music, dance, visual and literary arts, during the first semester. They then major in one area and minor in another. This past semester saw a registration of twenty nine students.
Reports from Dr. Norm Yakel of the Faculty of Education, and Kim McCaw of Globe Theatre, who has been teaching the drama section, indicated the enthusiasm of the students has been phenomenal. The drama students have involved themselves with many community related activities like the Wascana Centre improvizational group.

There have been numerous out of province enquiries about the program. There are already twenty students registered for next year without any promotion on the part of the University.
In general the scope of international recognition is hign.
Dr. Charles Leonhard, the Dean of Graduate Studies from the University of Illinois, has observed the program first hand.
He stated that it is the only one of its kind in North America, and will set the example and provide leadership for other Universities.
The program has achieved an even greater degree of success in view of the fact that the administration of the University will be changing its' status from experimental to permanent by April of this year.
In addition to providing leadership for an active adult community, another advantage these students will have when entering the work force, is an already receptive student body.

F: Recommendations and Conclusion

It is hoped that this brief has pointed out that there is a great need for a standard curriculum in the province, and for the Department of Education to recognize the value and worth of a drama program.
One possible direction in order to help achieve this would be to encourage teacher training in both Colleges of Education.
Another would be for the Department of Education to take on a drama curriculum development and implementation committee.
For those of us who have seen the extremely beneficial and positive results in first hand observation with our students, it becomes increasingly more difficult to understand why this most important area of training has not taken its' place amongst other accredited subjects on the education curriculum, province wide.

G: Credits

The position represented by this paper is that of the Saskatchewan Drama Association, subject council of the Saskatchewan Teachers' Federation. It was prepared by Valerie Creighton, the editor and Executive Assistant of the Saskatchewan Drama Association, with input from the following teachers.

Larry Warwaruk	Beechy
Dianne Twietmeyer	Carlyle
Lenore Striecker	Saskatoon
Lyle Johnson	Moose Jaw

6.

38.

BRIEF PRESENTED BY

The Tisdale Home and School Assoc.

to

The Curriculum Review Committee
Department of Education
February 8, 1983

Melfort

The Tisdale Home and School Association has been approached by a number of parents whose children have encountered considerable difficulty with the calculus programme in their first year of university Most of our students complete both Algebra 30 and Geo-Trig 30 prior to registration but this does not appear to provide adequate preparation for the calculus program. Calculus as you know is a pre-requisite for further study in mathematics, physics, computer science, etc. We believe that most rural students are at a disadvantage because of lack of exposure to the language of calculus and other basic concepts. We are aware that high school students in Regina and Saskatoon do have the opportunity to participate in a school initiated calculus course which we believe gives them a definite advantage in further studies. Approximately eleven percent of Saskatoon's eighteen hundred and thirty grade twelve students enrol in the calculus programme.

The Tisdale School Division No. 53 has approximately 130 grade twelve students. Even if the same percentage was to enrol from this division there would be approximately fourteen students from all six high schools. This makes offering the program most expensive because of the small numbers and the requirement for some students to travel to attend the class.

The University of Saskatchewan offers two calculus programs No. 104 and No. 175. The No. 104 calculus program is the easier program and is not accepted as a pre-requisite program for advanced study.

To obtain the same standing as offered by Calculus No. 175 those students taking Calculus No. 104 must take a non-credit Calculus No. 114 program. Students with no previous exposure to calculus should take the Calculus No. 104 but that then means extra programming and extra cost to the student.

We would then ask the committee to consider:

1. Introducing some basic aspects of calculus such as language, limits of function and derivatives, etc. in the present Algebra 30 or Geo-Trig programs.
2. Preparing a mini-course which could be offered through evening sessions, locally, where interest warrants such a program.

3. Possibly having the Corresponding Branch of the Department of Education prepare a half credit course in elementary calculus.
4. We recommend that the counsellors at our two Saskatchewan Universities become more aware of all courses available to new students before enrollment date especially in above areas, so students are functioning to the best of their ability and are not penalized for being out of city residents.
5. We recommend that credit requirements for high school graduation be increased to 24 from 21. Some students are graduating with a minimum of twenty one credits only to realize later they are missing necessary subjects to go on to further studies. The extra three or four credits required would also stimulate better study habits.
6. The Department of Education work more closely with high school guidance counsellors. By keeping them up to date with university entrance requirements, in each department and problems students are encountering once they leave their respective schools at graduation, whether they be rural or city students.

7.

41.

BRIEF FOR THE
CIRRICULUM REVIEW COMMITTEE

NIPAWIN BRANCH OF THE
WOMEN IN EDUCATION

Lynn Rigg - Chairperson

FEBRUARY 9, 1983

The Women in Education of the Nipawin Division make the following recommendations in planning for cirriculum changes.

1. That at least one member be recommended by the Women in Education Advisory Committee to be represented on each of the cirriculum committees.
2. In texts and resources, the language, illustrations and content of instruction for the use of materials and equipment should assume that students will be of both sexes.
3. The achievements of women in the various subject areas should be included along with those of men.
4. Materials used to show or deal with emotions and feelings should be seen as being applicable to and appropriate to both sexes. eg. crying, support, times of stoicism and courage.
5. Females should be referred according to their individual identity, not her appearance or family.
    -not farmer and wife - but farming couple
6. That texts and materials chosen for any cirriculum, acknowledge changing family patterns and the interchangeability of responsibilities.
7. That cirricula from K-12 include in their content an awareness of non-traditional work opportunities and careers for both sexes.
    eg - women in trades - ie carpentry, engineering
        - men as primary teachers, nurses

presented by Victor Fast
L.P. Miller Teacher.

8.

43.

THE SCHOOL LIBRARY RESOURCE CENTRE

A Submission to the Curriculum & Instruction
Review Committee, Feb. 9,1982

1/ The school library resource centre exists to support the 2 basic elements in the school - Learning & Teaching

We live in an age in which control and access to information is becoming increasingly important. Our young people will be living in an age where there is so much information that only those who know how to locate, evaluate and synthesize information will be able to govern our society well.

The school library resource centre is a world of information which exists to supplement and complement the teaching and learning in our schools. With the proper resources a teacher can develop in the students not only a sound base of factual information, but also an inquiring mind and a "set" of learning skills that will be of life-long value to that student.

In my opinion, to have a student leave school with basic learning skills and attitudes that he can use in whatever vocation he chooses is much more important that a paper certificate.

2/ The service the school library resource centre is two-fold:

There is a structured service to the course of studies and the curriculum as outlined by the department of Education. The materials selected and used support the prescribed program

The second service is on that supports the students' individual interests and learning. With the proper components of materials and staff the school library resource centre can create an attitude of learning that lasts the entire life of the student . Students are more likely to use libraries than they are to repair thie own car In a democratic society, people must have access to information so that they can adequately govern themselves.

3 The school library resource centre is, in my view at least, one of the few services in which a teacher or student can request (even at times demand) for information. Since this is one of the few funtions that of that nature, the materials and the staff should be of the highest calibre possible. It is with some alarm that I see the tendency of rural school boards to hire library technicians to man their libraries in their schools. Are these technicians the best that are needed to support the school program? On what basis was the decision made to hire technicians instead of qualified teacher-librarians? Will this develop a two-tiered school library service in which rural school resource centres are operated by technicians and city school libraries by professionals?

4/ There are certain questions that I think the Committe should consider

A. What types of support services should be available to support the teaching and learning in our schools?

Is there a need to develop independent learning skills?

Should the learning in a school take place mainly in the classroom?

Is a school library resource centre a viable and worthwhile service to both the teachers and students?

If there is to be a school library, what type of personnel should run it?

Is there a need to develop a provincial philosophy for school library services that will help school boards to develop this service?

Will there be two types of school library services - one for rural schools, another for urban schools.

I WOULD LIKE TO THANK THE COMMITTEE FOR THE OPPORTUNITY TO PRESENT THIS BRIEF.

Respectfully submitted,

Viktor Fast,

Nipawin,
Feb. 9, 1982

45.

Globe and Mail, Tom Szlukovenyi

Librarian Sudi Sudeni works computer at the U of T Science and Medicine Library.

Libraries with computers may become realm of rich

COMMENT by Stephen Strauss

This is a tale of two budding doctoral students. One rushes out of class, runs to a library, and throws himself at huge reference books. The "paper chase" has begun — scouring the field to see if anyone else has touched that little area of knowledge he hopes to make his own.

The other student walks leisurely to the library, fills out a request for a computerized search of data, has the proverbial long lunch and comes back to find half his work already completed. The computer sorted through millions of abstracts in its electronic memory to pull out all references to his topic in foreign languages as well as English, in obscure as well as well-known journals.

The difference between the students? Money. A rich student blithely pays what may amount to several hundred dollars for the computer to do his work for him. The poor student looks longer and finds less. What is happening, say worried reference librarians such as Sudi Sudeni at the University of Toronto, is that class conflict is entering the library door.

"Librarians are very concerned. They wonder who is going to pay for all of this. The students? What student can afford a couple hundred dollars for anything? Not your average student, that is sure," Miss Sudeni said.

The librarians' chest-beating over what has been termed the "information rich" and the "information poor" is just the beginning of the dilemmas computers are turning up like unwanted babies at the library door. Is the free public library, the 19th century's jewel of self-education and democracy, about to become the domain of the rich as publishers stop printing paper versions of their products?

Will the rise of electronic journals — magazines which do not have a printed form — raise the spectre of authors demanding a "reading charge" every time a library patron peruses a memory-stored page?

Librarians' fears are growing because changes are imminent. For example:

☐ The British Library has put up 256,000 pounds (more than $560,000) to pay for an experimental electronic journal for three years. Called Computer-Human Factors, the journal will test not only how much use the journal generates but how easy it makes refereeing of articles, rewriting and late editing.

☐ Somewhere between 50 million to 70 million journal articles have already been referenced in computers, with 10 million more being added every year. Dialog, a company based in Columbus, Ohio, now offers access to more than 120 data bases ranging from records of 100,000 papers presented at 1,000 conferences around the world yearly, to 10,031 references in the field of child abuse, to more than three million medical references. (All told there are more than 960 data bases available in computerized form. Last year in the United States, sales of electronically sifted information were estimated to have topped $1-billion.)

Dialog's costs range from $15 to $300 an hour to search for material on the computer plus additional charges for each reference which was printed out on paper. (The University of Toronto library system conducts about 250 searches a month at prices ranging from $2 to $900. The number of searches are up 20 per cent over last year.)

☐ Publishing companies whose profits are based on the sale of expensive printed material are forced to scramble as libraries cancel expensive print subscriptions and pass the cost of computerized searches to students. The Philadelphia-based Institute for Scientific Research, publisher of a welter of citation reference books, is one of a number of companies which have initiated a two-tier price system in response to cancellations. For example, libraries which pay the $4,500 (U. S.) for a paper version of its much-consulted Science Citation Index pay $65-an-hour for computer searches. The price leaps to $165-an-hour for libraries which made the choice to become paperless subscribers.

According to Thomas DiRenzo, vice-president for marketing at the institute, the reason for the huge gap is simple. The company's original computer pricing structures assumed revenues from machine searches were "cream" on top of its paper sales. When the cream became the milk, the company was forced to re-evaluate what the "real" cost of computerized searches were. The costs of getting information out of a machine are likely to keep increasing as the company faces the likelihood that 50 per cent of its revenues will "migrate" to computer searches in 10 years, Mr. DiRenzo says.

What hope is there for the poor scholar and the beleaguered library? Nobody is certain. Some librarians suggest the state will pick up the costs as it does for books. Others that libraries will pay for certain search costs and not others. Maybe political agitation on the part of library patrons opposed to one set of services for the rich and a lesser system for the poor will slow the entry of computerization into the bookish groves of Academe.

The immediate problem is that decisions must be made now. In many libraries and universities, book purchases and computerized searches are already competing for the same shrinking library dollar.

With all of the doubts about the impact of computerization on the library milieu, there is sound sense in the technologically conservative approach taken by Warren Haas, president of the Council on Library Resources. In a recent issue of Science magazine he says, "The scholarly world does have an obligation to see that the institutions and the organization it values are not jeopardized by the competition for funding that is implicit in the introduction of new and costly systems that, despite strong assertions to the contrary, will supplement rather than supplant printed books scholarly journals, and research libraries."

The Globe Mail - April 12/82

PRESENTED BY:
KATE
McCORRISTON

9.

46.

ISSUES IN SCHOOLING

A Presentation
by
WAGNER SCHOOL STAFF
Nipawin, Sask.
Wednesday, Feb. 9, 1983

A meeting was recently held by the Wagner School Staff to discuss those issues being dealt with by the Curriculum and Instruction Review Project.

The structure of the Issues in Schools background paper was used as a basis for discussion.

This presentation reflects a series of issues and concerns discussed under four major headings at this meeting.

A. Education Needs:

It was generally felt that academic needs are being met, particularily at the elementary school level. The main concern was with the "affective" needs of students. Discipline, security, social relations and values were cited as components of this "affective" aspect of education.

1. Skills:

a) Slow-learners are not getting the basic life-skills required in order to live an independent life. (i.e. money management, communication skills, etc.)

b) Curriculum should be modified to meet the specific needs of slow-learners.

c) Discrepancies in course-offerings, at the secondary school level, between rural and urban schools, should be considered when students enter university. (i.e. Calculus assumed to be a prerequisite in first year University Math courses).

d) Students need to be taught the skills required in order to be critical thinkers. The learning process could enhance this skill if properly dealt with in curriculum design.

2. Social Relations:

a) It was felt that social relations should be included directly in parts of curriculum. (i.e. Taught more directly).

b) Children should be encouraged to be accepting of themselves as individuals and not feel it necessary to follow the suggestions of peers.

47.

3. Values:
    - a) Schools should reinforce home values, but values should not be taught directly. If treated as a separate subject, spontaneity and purpose would be lost.
    - b) Values education should be integrated with all curriculum.
    - c) Teachers, by reinforcing the positive in everyday situations (i.e. praising students for good behavior), will encourage good values.

4. Security:
    - a) There is a need for more personal counselling at both the elementary and secondary school levels. (i.e. more guidance counsellors and teacher time devoted to personal, not career counselling).

B. What Kind of System Is It?

1. Who can attend?
    - a) It was felt that present compulsary attendance ages are satisfactory. (i.e. 7-16)
    - b) There should be an alternative to "quitting" school (i.e. job training or the army).
    - c) Penalties for missing school and classes should have more teeth. (i.e. if so many classes are missed, student doesn't complete the course.)

2. Who is Responsible?
    - a) Should remain a shared provincial and local responsibility. Each have important roles to play, particularily where local school divisions, or an individual school, has a unique educational climate. (i.e. isolated or sparse population).

3. Where Does the Money Come From?
    - a) Should continue to be a shared provincial and local responsibility.
    - b) Department should provide larger portion, particularily when ensuring equal opportunity for all students in the province. (i.e. isolated schools and for special needs students).

4. Who Controls Content?
    - a) This also should be a shared responsibility.
    - b) Local school divisons should be able to modify curriculums and methods to a certain extent.

5. Who Can Teach?
   - a) Basic standards must be met. (i.e. Education classes important)
   - b) Specialists could assist teachers with instruction in skill areas (i.e. welding).

C. Policy and Curriculum Development Process

1. The "Continuous Progress" Policy
   - a) The idea is good, but it is not working. The passing and failing of grades is still the practice, regardless of how teachers and parents interpret the progress of a student.
   - b) "Continuous progress" virtually impossible with present high enrollments and varied curriculum requirements.
   - c) Four reporting periods is too many. Teachers are evaluating more than they are teaching.

2. High School Programs:
   - a) Should be more integrated so that rural school can offer richer programs.
   - b) Parents and students need to be more aware of prerequisites for post-secondary institutions.
   - c) Course content more practically oriented.

3. Responsibilities:
   - a) Should be more practicing teachers involved in curriculum development.
   - b) Teachers should be provided leave with pay in order to plan and design curriculum.
   - c) Parents and students should also be involved in curriculum development.
   - d) Development committees should not be top-heavy with experts. A balance of representation is needed. (i.e. teachers, parents, mature students, support personnel, trustees, University and Department).

4. Programs and Policies:
   - a) Should not be sole responsibility of the Department.
   - b) Decision making should involve parents, teachers, etc.

49.

D. Teaching:

1. School Programs:

   a) The present add-on approach to curriculum can not continue.

   b) More integration of subject areas would allow for students to participate in a varied curriculum.

2. The School Environment:

   a) More co-operation between community and schools might encourage better respect for what schools are attempting to do. Parents are not supporting educational efforts as much as they did in the past.

3. Teaching Issues:

   a) Preparation time is needed at the elementary level so that teachers have the time to devote to curriculum development and individualized programming. Without this time, things will not change within schools.

10.

50.

A Brief Submitted To

The Ministers Advisory Committee

On

Curriculum And Instruction

At

Nipawin, Feb. 9, 1983

By

Mel McCorriston

I shall discuss the meaning of the terms "literacy" and "tool" within the context of present society and assess some implications this may produce for present day schooling. I willingly concede the argument rests upon an analogy and may not survive empirical analysis.

As an English teacher of secondary students the term "literacy" has a particuliarly traditional meaning - the ability to "read and write". In the context of today's society the term might more meaningfully be to "watch and talk".

One might liken my situation to be analogous to a medieval monk. At that time the teaching-learning process was primarily oral due to many factors not the least being the predominance of oratory and limitations of copying processes. Essentially there were few books in circulation and the students had little direct access to these sources, consequently, evaluation and examinations could be conducted orally.

The invention of the printing press, mass publications of official tracts, and a wild array of local publishing, gradually ended this oral based schooling. A tremendous increase in print material produced the potential for students to study more and varied data than an individual instructor. This produced the need for limited written examination. It may be argued this has the cart ahead the horse, irregardless, the impact of the Gutenbury galaxy upon medieval schooling transformed the educational process. The transformation was profound enough to result in the responsibility for schooling resting upon the institution of state as opposed to religion.

Today I find myself confronting a situation similiar to the monk. There has been, is, and appears, will continue to be a major transformation from print to video in todays society.

Perhaps shortly after the times of our monk, as literacy spread, more and more people read and talked and were influenced by the various print materials they encountered. Today the dominant form has become film, or video, television basically. Today we watch, and talk of, and are influenced, by the various mass film communications.

The implications of the analogy for the meaning of the term "literacy" requires first a definition of "tool". The connotation of the word tool usually would involve "a manipulative piece of equipment capable of preforming acts not easily done by hand". Yet this same term is also appropriate when discussing the value of reading and writing. They become tools - techniques for achieving certain goals or behaviors. Within this definition of tool there may be little difference between the first thigh bone used to shatter an enemies skull and finger-punch accessing a computer for relevant data.

This is precisely my point. The tools presently being developed in communications curriculum were, and are relevant, to a print dominated society. However, they fail to even address the tools required for developing "literacy" in todays dominant communication forms.

Today literacy might well apply more significantly to the study of film and cinematic techniques, both for production purposes and to better appreciate, and evaluate mass media programming.

Poetry and short stories are a creation of print dominated society. These same forms of literature could well have been replaced by radio (Top 40AM) and television sit-coms in todays society. Contemporary students can apply the same principles to a Wordsworth poem as a talented writer-musician's lyrics. Similiarly analyses of movies or television programs may proceed with the very principles used to study Hamlet or Poe.

Achieving literacy requires knowledge of appropriate tools. Achieving the techniques necessary for present day schools to acquire this literary would mean a movement from a base print material to a film base, from textbooks to audio-visual cassettes, from copy machines to computers.

Box 716 SOE 150 11.
54.

EDUCATING FOR THE FUTURE

A brief by James Weseen
Tisdale, Sask.

Educational goal studies have told various groups of researchers what people want from the schools for their children: an education that produces good citizens who get along well with others and have a basic fund of knowledge. Others tell us more is needed: career counselling; preparation to cope with an uncertain future involving job changes, career changes, role changes; ability to function in a society where conservation of resources and possible decreased living standards are expected; ability to deal with the media and the values and attitudes they convey; high levels of electronic technology and a huge information supply; more contact with a wider spectrum of attitudes and values, both of other cultures and within our own; ability to cope with difficulties in interpersonal relationships and changed social patterns of relationship; a cognizance of the growing disparity between the wealthy and the poor, both within our nation and within the world, and the tensions resulting therefrom; ability to cope with increased leisure time; adjustment to a society with fewer young people and more old people; living in a world threatened by nuclear war; and so on. Is our present educational program doing an adequate job of meeting these needs? Can our present educational offerings be justified against these criteria? Is our time being used to maximum efficiency? Is our staff and space being used likewise? Since our basic program has changed little in the past decade or two, it seems unlikely.

One thing is certain: all of our children will live in a future different from the one we see for ourselves. Every person's view of the future is based on an extrapolation of his own past; even those things we see as changes are seldom seen in a context of changing us. We somehow expect the future to flow around us as if we were rocks in a stream, and we do as much as we can to make sure those unavoidable changes affect us and our present way of life as little as possible.

Our young people have a different past than we do; their world is at least as different from ours as ours is from that of our parents. Yet the programs, the education we offer them, are geared to our own world view: I teach what I would like to have been taught when I was a high school student. My contention in this brief is that much of what we teach is not only irrelevant but counterproductive, in that it encourages young people to see the world through our eyes-- not as it will be but as it was.

The dilemma is that our young people cannot see the future any better than we can. They trust us, unconsciously, to see it for them. I believe therefore that we must take off our glasses and look with new and questioning eyes at everything we are doing, at the assumptions behind our actions, at the goals for which we are aiming, and at the methods we are using. In our rapidly changing society, using an inefficient method of travel (or teaching) often means that by the time we get where we were going, it is no longer there-- because it too is moving and changing even as we aim and set out.

. . . 2

How can our young people help us? They cannot tell us of their goals, because their goals are ours-- we have given them our goals. . . good job . . . steady pay . . . promotion . . . marriage . . . family . . . stability . . . retirement. These are what they are aiming for, and in the terms we have defined for them. Yet within ourselves we know that even we are not going to reach these goals in many cases: we cannot truly visualize our own retirement, for example-- we think longingly of what it would be like to retire today, while we're still sure we could handle it. Our marriages, or our friends' marriages, are breaking up-- but as a society, and in our own minds as well, we still hold marriage to be the ideal situation; divorce is equated with failure.

Our young people can, however, tell us how they view life right now-- if we are willing to ask them and to listen to their answers. Their world is different from ours, less contaminated by images of a world that no longer exists. If we work with them and with their views, we may be able to help them perceive a future that we cannot ourselves see, and to prepare better for it with our help.

The time is past for trusting teachers, parents, school boards and curriculum committees to "make things OK" for a future lifetime based on refining the past. We can't do it, and in our hearts we probably know it. Can we say so, and face the alternatives?

56.

12.

BRIEF PRESENTED BY

Larry McCrady
Director of Education
Tisdale School Division No. 53

TO

Curriculum Review Committee

February 9, 1983

One of the main objectives of education should be to assist students to develop their ability to think creatively and critically. It is then necessary for those students to be able to express their thoughts, once formed, through oral and written communications. Schools have traditionally stressed the written form of communications, although, the daily experiences of the students place a greater emphasis on the spoken word. I am fully aware that it is easier to handle a large class, when emphasizing written work, than oral communications but this factor should not negate the need for greater emphasis on speaking and listening skills. Speaking and listening skills can be developed in all disciplines and thus can help to produce a greater degree of integration between the various disciplines.

As an administrator of a school division which operates numerous small schools, I would ask that when this committee considers possible changes to the traditional programing that the difficulties of multi-grade classroom instruction be addressed. Rather than a declining phenomenon the trend to multi-grading in rural Saskatchewan will continue to grow especially in Divisions 1, 2 and 3.

I would suggest that the present emphasis placed on content, rather than process, be addressed. Programmes such as, the CORT - Teaching of Thinking, developed by Edward de Bono, could be assessed and these ideas as to developing a childs ability to think be considered when constructing new curricula. It seems that many consider learning to be associated directly with knowing more factual and often inconsequential information.

I would also caution the committee to consider carefully any suggestions for expanded programming at the Division IV level. No doubt, a case can be made to introduce numerous other programmes which I believe can be more appropriately handled by another institution of higher learning. Our teachers are now concerned as to the limited time available for most programs and additional programs would place more pressure on the teachers or it would be necessary to eliminate a number of the traditional programs.

Although, the science curriculum outline specifically indicates that a desired attitude to be developed by the Division I Science Programme is "Appreciation of the Environment" my observations have indicated that limited work is being conducted in this area. Possibly a stronger statement stressing the importance of our younger students recognizing and appreciating their environment could be included. It seems that many of our young children cannot recognize the elements of their immediate environment. This could be due to teachers stressing different concepts but, in my opinion, we cannot overlook this important aspect of our daily life.

I would suggest that the credit requirement for high school graduation be reviewed with the idea of increasing the minimum requirements from 21 credits to 24 or 25. Many of our classes now have enrolment of 15 to 16 students and an additional 5 to 7 students per class would not place undue hardship on the teaching staff. It would also make a number of our low enrolment courses more viable. We have had a number of students, eventhough they received considerable guidance, not select the necessary number of programs in line with ther abilities and have found later that they have made a serious error.

I appreciate the magnitude of your task and recognize the necessity of this review.

UNIVERSITY OF SASKATCHEWAN
COLLEGE OF EDUCATION

PER LIBEROS VIVEMUS

DEAN OF EDUCATION
SASKATOON, CANADA
S7N 0W0
306-343-4526

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59.

83.02.08

Mr. Karen Rongve
Department of Education
2220 College Avenue
Regina, Sask.
S4P 2Y8

Dear Karen:

The enclosed brief was forwarded to me by Mrs. Merceda Schmidt, 226 Franklin Drive, Yorkton.

I have sent a copy to Terry McKague, also.

Sincerely,

Naomi L. Hersom
DEAN OF EDUCATION

NLH:md
Encl.

Curriculum Review Committee

Suggestions

I. *Kindergarten*

1. *In England, when a teacher transfers from one level of teaching to another, she is required to take a "Conversion" course. This is exactly what we need for Kindergarten teachers. Traditional teaching methods still prevail because teachers have not been "converted" to activity centered classroom management.*

   As roots of a plant assimilate food from the soil, so children internalize concepts through active learning -- "hands on" experiences.

2. *Because teachers don't know what to look for as children work in the centres, they resort to paper and pencil work -- abstract math concepts and formal reading lessons.*

3. *Last year a student, majoring in Early Childhood, had to take Astronomy to complete her degree. If she could have taken a Science course dealing with experiences in the Kindergarten, she could have developed strategies for the Science Centre -- perhaps a series of twenty experiences with behavioural goals in mind and geared to the developmental stages of each child!*

4. *Classroom teachers need help in developing Diagnostic Skills. Watching a child in the classroom gives a clearer picture of his development than being "tested" by a stranger in a strange office. A "nurse turned teacher" had great diagnostic skills because she had been trained not only to observe but also to interpret those observations. I think there is a parallel between how a doctor diagnoses and prescribes for each individual, so a teacher should be able to meet the needs of each of her "patients".*

5. *After attending the conference in Leeds, England, where the Language Research Project leaders analyzed their findings, hearing Joan Tough, and reading her books -- e.g., "Focus on Meaning", I became aware of the need to alert teachers to the language needs and all the implications in using language to some useful purpose. The art of questioning can be a powerful teaching tool instead of a lost art. We need a greater understanding of how language develops and the critical impact it has on a child's success not only in school, but in life.*

6. *Many principals and directors of education do not seem to understand what Kindergarten is all about. If they did, we would have smaller classes and more space along with less pressure to go abstract, to prepare for "First Grade".*

7. *Kindergartens seem to be operating like a swamp - no direction - when they need to be like a river between its banks, propelled by a definite purpose. Our Kindergarten Guide, "Children First" is not specific enough. Many teachers cannot translate it into daily lesson planning. Perhaps we need "Thou Shalt" and "Thou Shalt Not" and someone with authority to see that it is done. However, there would be danger in it becoming too rigid unless there is a good background in how a young child learns.*

8. *Since Music is so vital it would seem feasible that teachers have some ability in this area.*

9. *Teachers also need help in adjusting to parental involvement. Too often parents are seen as a threat rather tahn an ally.*

If the law has the right to legislate that a child spend most of his developing years in school, it has the duty to see that he gets a "fair deal".

Curriculum Review Committee

The Pre-School

I Nursery schools are becoming very popular. What guidelines are there to ensure that the programs are child-oriented?

II Empty classrooms could house pre-school classes and especially those for "at risk" children. Head Start has shown that many children need help and the most successful programs were those where the parents were involved.

III If the aim of education is "Education for Life", then our Family Life Program must become far more comprehensive.

Enclosed is an experiment in this area -- "Innovative Kindergarten Project".

Division One

I These statements are made much too frequently:

1. Tommy hates school. [He is in Grade I]
2. Barry has stomach aches.
3. Children are asked to work beyond their capacity with a curriculum that covers too much material. While still in the pre-operational stage, how can a child do abstract thinking?
4. By Grade III we have created our drop-outs.
5. Remedial help has one definition -- "Too little, too late" and if we practised "Individualized" teaching we wouldn't require remedial work besides preventing much human misery.

Let us move with the insight and integrity of Dr. Harry Gordon. With the development of more efficient incubators, doctors found a very high incidence of blindness in the premature babies. Was it because more babies were being saved? "No," said Dr. Gordon, "It is something we are doing to them, something the hospitals are doing. Some time later he was proven to be right. The high oxygen content in the more efficient incubators killed the "unfinished" tissues that are to bring life blood to the eyes.

Just so the input we offer the child in school, although needed, cannot be assimilated because the brain hasn't developed the capacity to deal with the abstract mental operations required of it. The input blocks a child's thinking and he cannot "produce".

Where are the school doctors (educators from within the system) who will dare to say with Dr. Gordon: "It is something we are doing to them; something the school is doing"? Instead of seeing a child's failure as a response to our doing -- to our failure -- it becomes a "learning disability" and "behaviour problem" and we are exonerated!

A child cannot speak for himself. Who will be the child's advocate?

INNOVATIVE KINDERGARTEN PROJECT

Yorkton School Unit #36

Teachers and parents developed open lines of communication, and the result was a co-operative pre-school, maximizing the potential of each individual child.

BACKGROUND:

"I have long believed that the development of a child does not begin the day he is born - or at age three - but much earlier; during the formative years of his parents", says Edward Zigler, former director of the U.S. Office of Child Development.

Dr. Richard Heber, Infant Education Center, University of Wisconsin, says, "The public needs to be made more aware of the critical role of the parents. Child growth and development classes at the high school level are absolutely essential."

The National Advisory Committee on Handicapped Children stresses prevention. "While we cannot hope to solve the problem of learning disabilities by preventing all of them, courses for high school students in the subject of early development could do much . . ."

Dr. Maria Montessori proposed that no couples be allowed to marry until they had received training to make them competent parents.

The findings of the Harvard Project (Burton L. White) showed that the early years of a child's development are of crucial importance. The almost startling discovery was made that by the time a child is two, his potential is largely determined. It appears that in this brief span of two years, the mother's actions do more to influence the child's future competence than at any time before or after. The pre-school years determine a highly successful human being or an intellectual and social failure who might be helped only with great difficulty.

Do we prepare our mothers and fathers? Do we warn them of the dangers of this period or of its great promises? Do we offer useful guidelines? Is it not sad that in this day of almost limitless opportunity in education, we are leaving a child's development purely to the instinct of his parents? Perhaps we can be excused because until recently, even the professionals were unaware of it. Now we know. What are we going to do about it?

ORGANIZATION OF THE PROJECT:

A group of parents in Yorkton did do something. They organized a pre-school, a non-profit making co-operative community project. The school was to be a place where a child could be a child among children, in a stimulating environment adapted to the needs of each. To be effective, the parents realized that they must be a part of the daily program; that they must be responsible for the operation of the school. An executive was formed, and a schedule drawn up that enabled two parents to assist the teacher during each session, providing a ratio of three adults to fifteen children. Training sessions were held so that the parents could function more effectively and comfortably and teachers and parents soon learned to operate an efficient program.

However, parents felt that their new insights into child development and parent effectiveness came too late. "If only I had known this sooner", was repeated many times. The larger family units of the past had provided some parent training in the home, but the structure of the nuclear family is such that children are not involved in the daily activities of the home. Parents are ill prepared to assume family responsibilities. The need for child development classes at the high school level became apparent.

To provide an opportunity for high school students to become involved, a pre-school was organized at the Sacred Heart High School. Here the parents of tomorrow could develop the awareness and practical experience of effective parenthood. The psychology students could put theory into practice as they participated in the kindergarten program. The students also had the opportunity to pre-assess their choice of a child-related career. The program is a natural screen for candidates to the educational field.

REACTIONS:

At the beginning, the teachers felt somewhat threatened by the presence of parents in the classroom, and did not know how to utilize them. With experience, this soon changed. Comfortable team-work relationships developed and both teachers and parents became very supportive of one another. The teachers were responsible for outlining the program but were open to suggestions from the parents. A list of suggested activities was posted in the various centers so that the parents and students had guidelines to follow. It is also important that teachers and parents or student aides met a few minutes before the sessions began to outline the procedures for the day. The teachers felt that their program could offer much more because of the small adult-child ratio. Due to their involvement, parents could reinforce the concepts and interests developed at the pre-school in their own homes. This, too, added to the effectiveness of the program.

The parents were happy with their role and expressed the hope that they could continue to be involved in their children's education in succeeding years. Hopefully, this experience will encourage them to take the initiative to communicate their concerns and insights to educators.

The rapport between students and children was excellent. The children's social development was broadened by contact with more adults. A greater variety of activities was possible and they had more ready access to guidance when needed. They learned to see adults as resource people and as people who liked them. A real highlight was meeting a student outside the classroom - at the store or the A & W. This was always important news. The students' self-image was enhanced as they experienced the love and trust of little children. The fact that approximately twenty students volunteered their services in each semester is highly indicative of the need and desire for this type fo involvement.

QUOTES FROM STUDENT EVALUATION PAPERS:

I enjoyed my participation. I enjoyed working with small children.
It will help me understand my own children some day.
It reinforced my decision to be come a Division I teacher.
More students, especially boys, should be encouraged to participate.
It helped me realize the love and patience needed to teach these children.
I had no idea that children learned so much through play.
I am strongly in favor of a credit course in Early Childhood Development.

When asked whether they felt that there should be more programs like this one student replied, "Yes, not only working with children in kindergarten but with mentally retarded children and those children whose mental and physical capacities are below average."

THE PARENT-STUDENT WORKSHOPS:

Workshops for parents were held in the evening. Students volunteered their class spares and lunch hours. One whole Saturday was devoted to developing classroom techniques. They were sincere in their involvement

We discussed the research into child development, especially the exciting discoveries of the last decade. Using films and filmstrips we explored topics like, "How Chilren Learn", emotional development and "Play is a Child's Work". We discussed the art of questioning, the importance of language development, and what to look for in the various centers, sand, blocks, water, housekeeping, and the development of creativivity in art forms.

It was during discussion time that parents were so supportive of one another in the various aspects of child rearing. Being able to discuss their concerns made them feel much more competent in their parenting. They had read Dr. Spock, but he dealt much with the biological needs. Now parents were introduced to Dr. Ginott, Dr. Dodson, and Montessori, Piaget and others. It was "a revolutionary new approach to the child's formative years that put joy back into parenthood and discipline back into child-rearing". (Dr. Dodson: HOW TO PARENT)

WORKING WITH CHILDREN:

Guided by the teacher, the students and parents assisted in the preparation of the day's activities. They helped keep the room attractive, and assisted in the housekeeping chores. However, their major contributions were:

1. Assisting children in becoming independent; hanging up their coats, putting awary their toys, etc.
2. Language arts; listening to the children, printing their stories, asking questions to arouse curiosity or deepen understandings.
3. Development of good social habits.
4. Assistance in field trips and excursions.
5. Groups could be divided into smaller segments for Show and Tell or Newstime.
6. Help in playing games, in developing physical skills, in fine motor development.
7. Developing team spirit.

SUMMARY AND RECOMMENDATIONS:

By the time a child enters school, he has lived the five most formative years of his life. He has learned more than he will in twelve years of formal education, and stimulation or lack of it in the early years will

67.

have an important effect on his adult behaviour and intelligence. His emotional and personality structure, as well as a set of values will be fairly well established. If a child is to benefit from quality care and learning, then his education must begin with his parents before he is born. The logical place and time for young people, future parents, to learn about child development and learning is in high school. If education is a preparation for life, then we must not only educate towards university entrance, but also towards guiding young families in the critical role of parenting. Some students who lack the academic qualifications for a career in teaching show great aptitude in relating to children. They have that important "feel for childhood" without which the scientific facts often lead to disaster. These, too, should be given the opportunity to contribute their special gifts. With training through direct involvement in a class situation, they would be invaluable day care workers, etc.

We strongly support and recommend the creation of a class or classes at the high school level that would combine theory and practice in the areas of child development, parental responsibility for a child's learning, and community resources available to people unsure or troubled about their role as parents.

Already we know of two students who are preparing for a career in Early Childhood as a result of their involvement in the project. Another student was married after graduation. Their first child was born with neurological dysfunction. She became aware of this immediately as a result of the psychology class in which she had learned about the normal development of children. Within six months the child was receiving the special care she needed. She is walking now because her parents were informed.

Another postive outcome was the Grade 11 Language Project. Students wrote and illustrated stories for the pre-schoolers as part of their language course. They then read the stories to the children. Motivation was high, interest keen, and both students and children gained much. Indeed, one pre-schooler did a book for the students.

The final step of the project was the development of a pre-school guide; a weekly guide for kindergarten and nursery schools as well as for parents, which is available from the area superintendents or from the project leader: Mrs. Merceda Schmidt: 226 Franklin Drive, Yorkton, Sask. S3N 2G6.

EDUCATION FOR PARENTHOOD PROGRAM.

In 1972, the American Office of Education and the Office of Child Development put into practice an Education for Parenthood Program ---federally sponsored.

The Program.

1. Classroom Instruction
2. Experience- working with children in Day Care Centres, Nursery Schools, and Kindergartens.

This program is worked into both the Jr. and Sr. High School Curriculum. It is feasable in such areas as Psychology, Home Ec., Social Studies, or even Vocational Training.

Why? Of all the responsibilities people are called upon to undertake in life, it is difficult to imagine one more perplexing and more demanding, than that of being a parent, - nor one for which most people are so poorly prepared.

Many teenagers have more than a theoretical need for parenthood education. In one survey in the U.S., ten percent of the seventeen year old girls were mothers- and 16% of this group had two or more children.

But it isn't only the teen-aged parents who need parenthood educa n. A very large number of young people are growing up without any knowledge how to care for babies and young children. Children who come from troubled homes are likely to become high-risk parents. This vicious circle must be broken.

The program is also of great benefit in choosing a career. Getting actual experience with youngsters will provide a more realistic idea of what to expect in jobs related to families and young children.

Exploring Childhood programs may well begin in upper elementary classes. In Toronto area, some sixth graders are allowed to choose to help in the K-1 classes and are given credit for involvement.

As students work with children, special problems arise. What do I do? This encourages students to do extra-curricular reading. Other areas dealt with:

Analyze and discuss the dynamics of day to day situations that are part of every student's life at home.
Meaning of a child's play and art work.
Physical handicaps
Child abuse
Mental retardation

An important aspect that must always be foremost is that -theory is essential but it must then be put into practise.

Young people need to learn that the delights of holding a cooing baby are accompanied by the necessity of changing a diaper, and that children become happy, healthy and loving--not by accident, but because their parents have shown them the way.

We must heed what Dr. Rich Heber, Director of the Milwaukee Project--Infant Education Centre said:

" The public needs to be made more aware of the critical role of the parent. Child-growth and development classes on the High School level are absolutely essential".

CHAPLIN SCHOOL

P.O. BOX 150, CHAPLIN, SASKATCHEWAN
CANADA, SOH OVO.
PRINCIPAL'S OFFICE - (306) 395-2388
HIGH SCHOOL BUILDING - (306) 395-2388
ELEMENTARY SCHOOL BUILDING - (306) 395-2344
STUDENT CENTRE - (306) 395-2530

January 28, 1983.

Mr. T. R. McKague
Curriculum and Instruction Review
2220 College Ave.
Regina, Sask. S4P 3V7.

Dear Mr. McKague:

Unfortunately I cannot attend any of the Puplic Meetings, but because I feel so strongly about certain issues I must submit a brief to your committee.

I am in the fortunate position of being able to compare our curriculum to a number of other Canadian, American and overseas curricula and systems. Saskatchewan is definitely in the higher strata of these systems. We are now at an important juncture. We could improve even further, or regress. So, if my brief appears negative, it is only so for the best of intentions.

Also, I would like to add that, improperly used, the results of the recent opinion survey could present a danger to the quality of education in the province especially in rural schools. I am experienced in the effects of a state centralised system (Australia) and local controlled systems, i.e., one or two schools per school board (rural North Dakota and Oregon) as well as our happy compromise between these two poles that Saskatchewan enjoys. The survey delt mainly with the DETERMINANTS and CONTROL MECHANISMS of curriculum and instruction. Given the bias of the instrument and the nature of the times, we could find ourselves in a situation in which rural schools move closer to the North Dakota-Oregon model in which local input becomes exsessive local interference and domination, much to the detriment of daily instruction and long term curricula goals - not to mention negative effects on students and staff. Of course this depends entirely on the use made of the results of the survey.

Sincerely,

J.L. PASZTOR, Ph.D.
PRINCIPAL

1. RETURN TO 24 CREDITS

a. Schools are expensive institutions to operate. Students should be "gainfully employed" for as many hours as possible during school hours. This is not so with the 21 credit system.

b. Students in Saskatchewan at one time were able to cope with 24 credits over a three year period and many students in many parts of the world today cope with this many or more.

c. The 21 credit system produces too many spares, which in turn, often leads to reduced concern about achievement and even classroom attendance.

d. In the confusing and complicated world of the '80's and '90's as much and as wide a field of concepts, information and skills that may be gained in school the better it should be for the individual. Ufortunately, for many Dision IV types, they do not realize this until long after graduation - they prefer to maintain the MINIMUM requirements, often with considerable parental support.

2. BALANCE THE DIMENSIONS OF THE PROGRAM

Tradition in Saskatchewan and demands of the University have heavily biased the Division IV program in favor of the university bound, Math.-Science sector of school experience. While we live in a scientific age of high technology this does not give our education system the right to neglect the other dimensions of human experience. Our high school graduates tend to be woefully ignorant and illiterate in the highly significant areas of economics, history and geography. Other short comings also exist, but this is a brief, and my main concern.

Please consider the following change in the requirements for completion of Division IV in Saskatchewan:

a. 6 credits in Integrated English (as at present).

b. Minimum 6 credits in Math-Science
- 3 credits 10,20,30 sequence in one of the mathematics offerings.
- 1 credit Science 10
- 2 credits of a 20,30 science sequence

c. MINIMUM 5 credits in Social Science
- 3 credits from History 10, History 20 and History 30, or Social Studies 30
- 2 from Geography, Economics, Social Studies, Legal Studies etc

d. Minimum 3 credits in Applied Studies
- 1 credit in Computer Literacy
- 2 credits from Home Economics, Industrial Arts, Accounting, Typing, Computer Programming etc.

d. *Where it is possible and there is demand the school program should offer credits in some, or all of: the performing arts and visual arts; physical education; and foreign/second languages.

3. RETURN TO ESSAY AND SHORT ANSWER DEPARTMENTAL EXAMINATIONS IN ALL SOCIAL SCIENCE SUBJECTS.

An essential aspect of any of the social sciences is the fostering of the abilities to analyze, synthesize and create from facts and concepts given. Once these tasks are completed it is ESSENTIAL to COMMUNICATE in clear effective words, sentences and paragraphs. The pitiful 50 multiple guess type examinations detracts considerably from this intent.

Addressed to the Department of Education of Sask.

1. Put God back into the schools. When the curriculum was changed in 1941 or so. God was taken out of the readers. Up to Grade 3 there was nothing whatsoever mentioned about God. Then in Grade 4 only one small story or poem was in the book.

A world-wide survey was made, and Dr. Morris Showman (Schullman) (I didn't get the name exactly) of the University of Ottawa spoke over CKCK radio for an hour on the Action Line on Feb. 17, 1983. He stated that 91% of adult Canadians believe in God. Thank God for that! Therefore, have we not the right to teach about God in our schools, and thereby assist our students to become good-God-fearing citizens? In our hand writing periods we wrote such lines as: "Honesty is the best policy. A stitch in time saves nine. Be you to others kind and true, as you'd have others be to you."

2. Sex education has done a great deal of harm to our youth. Get rid of it, and replace it with a class such as Sharon Dudar of Calgary is offering to students in that city from Grade 7 to Grade 12 which through slides, shows that life begins at conception and that abortion is murdering a human being.

3. We believe strongly that our students up to the time they graduate from High School should be well trained in the four "R"s, and have a good foundation in other important subjects such as the sciences, and such as will fit them to enter a profession.

4. We wish the Family Life Program had never been invented. We were so shocked to hear that our

niece in Grade XI, I believe, and who had been advanced, was taught in this building that she could get the "Pill" at age sixteen with her mother's consent, and at eighteen she could get it without her mother's consent. Where have the morals gone? They are teaching prostitution. This was some eight or ten years ago.

5. Graduation Day from Grade XII has become a day of anxiety and fear for parents. We know of four wheel-chair cases which were directly connected with the parties following the exercises.
6. Teachers must definitely supervise the students during the mid-day break. Their salaries are high enough to include this much of a donation toward humanity.
7. Teachers must again be permitted to discipline their troublesome and disobedient students. Since corporal punishment was withdrawn, some students have become unmanageable.

Thank you for your patience and consideration

Yours truly.

Anne R. Geenen.
Jos W. Geenen

Education in Saskatchewan (16)

We are a part of Canada. All phases of education should show that our country, our history, our system of government, and the people who have built Canada are important to us. Our relations to other countries should be dominated by our love of our own country.

I wish to show how our present curriculum is at fault in this respect and how it must be changed to bring about the desired results.

First, I wish to say that Social Studies should require no examinations. If students are interested they will remember facts longer. Interest can be aroused by extensive use of coloured pictures. Beautiful books are produced, and should be made available. Slides and moving pictures are important. The enthusiasm of teachers is essential. Once a person's interest is aroused he or she will search out and enjoy many sources of history and geography. Travelling is the pleasantest way of learning the facts.

We are dominated too much by ideas from the United States. T.V. picture shows, magazines and other sources that are available in Canada are mostly produced in the States. Our Social Studies course is polluted by ideas slanted toward the U.S. Most of the story books that are placed in our school and public libraries are produced in the States, and give a tantalizing view of conditions over there.

We cannot do much about many of those things but we must have a greater percentage of Canadian books in our school libraries.

One glaring affront is found in the grades V and VI social studies. In one year the greatest content is found in a lovely large well written book with plenty of lovely coloured pictures ALL about the United States. In the other year we have a book about Canada. It is dull, and has no coloured pictures. We should have an interesting book about Canada - full of coloured pictures. We should eliminate the separate book about the States and give them only the same coverage that is given to the other countries of the world.

Nowhere in recent years have I found the story of the British Empire. The Commonwealth that developed from it is not even mentioned. It is true that the British were out to exploit other countries. However, Britain itself was developing democracy at home. The ideas that they developed were adopted by many Commonwealth countries when they were given their independence. Even the States obtained the beginnings of their democratic ideas from Britain. That story should replace the huge book that has been entirely devoted to the U.S. for too long.

One person from the States has said that Canada has no heroes. He and others like him would like to cover up our heroes. Opposed to that idea I would like to name a few out of the legion of such people that our country has produced. There are the great number of French and French Canadians. Many of them are given good coverage in our books as long as they are from the French regime. But how many people have heard of Joseph Bernier who sailed year after year into the Arctic. He set up many cairns in the northern islands and consolidated Canada's claim to them.

During the war to gain U.S. independence from Britain, that southern country thought that it could easily conquer Canada. The French Canadian's gave them no comfort and the British and British Canadians repulsed them.

When I went to school a certain conflict was called The War of 1812-1814. Our historians have become so brainwashed that they follow the U.S. lead and call it The War of 1812. That doesn't even make sense. We should call it The War of Foreign Aggression.

Our history books used to give a balanced account. Now the social studies plays down the part that we played. Let me mention a few names and items.

At first our difence was mainly in the hands of the British under Isaac Brock. He joined with the great Indian leader, Tecumsih. They took Manitoulin Island. Next they overran Detroit. As a result many more Canadians were encouraged to join the British.

The combined forces defeated the invaders at Queenston Heights. The gallant Brock gave his life in that struggle but the spirit that he had aroused continued to lead our forces to other victories.

The courageous French Canadians under De Salaberry also provided us with victories.

In our social studies we learn about that great hearted heroine, Madeleine de Verchères. What became of the story of Laura Secord, the heroine of the above named war? It is about time that her remarkable exploit is once again given its place in our history.

Among the heroes of the First World War most people have known about Baron Von Richtofen, The Red Baron, and of Eddie Reckenbacker, the much lauded U.S. air ace. Our own Billy Bishop, the greatest allied ace, is not so well known but is becoming so. We had many other heroes. I haven't the space to name them all but I must mention Roy Brown. He shot down sixty enemy planes and is given by some the credit for defeating Ricktofen. In a U.S. production, *The Funk and Wagnel's Standard College Dictionary, CANADIAN EDITION*, the German and U.S. aces are named but no mention is made of Billy Bishop or any other Canadian ace.

The standard school piano course for Saskatchewan has *not* one Canadian selection. There are a number of U.S. patriotic songs. One of them is sufficient. There are many Canadian songs and some are about Saskatchewan. We used to have them on the school radio programs. Surely we can have them in the piano course. To have some, my grade VII daughter had to buy her own book.

There are many delightful Canadian poems, stories, and paintings that could be included in our reading and art courses. A large percentage should be there.

Canadians have made many scientific advances for which they get little credit in their own country and practically none outside it. Marconi, an Italian was the first person to invent wireless. Aubry Fessenden, a Canadian, invented the radio. Radar was first invented in Canada. The idea of Time Zones which is now in worldwide use was developed by Sir Sanford Fleming, a Canadian. There are many other advances that have been achieved by our people. The education system should give them due credit.

There should be greater use of Canadian stories and incidents in other subjects. One set of language books made a good start in this direction. The idea should be extended.

One set of readers had many Canadian stories. I am not familiar with the present set. I hope that the process has been continued and expanded.

Some Canadian ideas are contained in the mathematic texts. Many more should be used. The metric system is more efficient than the Imperial system as long as it is used within its own borders. At present it can't always be used in that way.

Suppose that you want to spray a field of wheat with plant poison. You have already figured out that you can spray thirty acres at the correct rate if you use 5 gallons of 24D in the 200 gallon tank that goes with your sprayer if you travel at 4 miles per hour. It make calculation easier we'll assume that the field is square and is 1/2 mile to the side according to the long standing land survey system. Then, you buy a new tractor in which the speedometer shows the speed in kilometers. You are supposed to use so many liter of spray per hectare. If you want to put a certain number of litres of spray on a certain number of hectares of land

and you need to use a ratio of twice as much water with this particular kind of spray how do you manage it.

That problem can be figured out by using your conversion tables. I suppose the computers that they use in the schools can make short work of such a problem. Still, you have to do some head scratching to figure out the data that you need to use.

While we are on the subject of mathematics I often wonder if we aren't pushing the average student too hard when grade I pupils are asked to begin algebra which we used to use for the first time in Grade IX.

Again, why do we need to learn the steps by which certain processes were developed. In grade III or IV the pupils are shown how mathematicians went through the steps to arrive at the method of doing long division Then, once they know the method that is all they ever use. That is a big waste of time. If a future mathematician in university ever feels that he has a real need to know the method he can much more easily pick it up at that time.

Why are students given great long long lists of long division exercises that they are told that they must do. Teachers should go to the trouble of picking out and assigning problems that show the different kinds of difficulties. The pupils who are quicker can be allowed to do as many of the others that they wish to do.

Sincerely,
James G. Hunter
Box 146, Waldeck, Sask. S0H4J0

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17.

A BRIEF
TO THE
MINISTER'S ADVISORY COMMITTEE
ON
CURRICULUM AND INSTRUCTION

A presentation by the
Saskatchewan Adult Basic
Education Association.

The Saskatchewan Adult Basic Education Association (ABE) welcomes the opportunity to present our ideas about education in Saskatchewan to the Minister's Advisory Committee.

Our Association recognizes the challenge facing teachers in today's schools. We also acknowledge that the school system is successful for many students. We would like to address our remarks to some areas of concern from our experiences in adult education.

The presentation from which we speak is not a research document, but rather the experiences and ideas of the members of the Association from five larger Community College Centres, namely, Coteau Range Community College, Moose Jaw, Mistikwa Community College, North Battleford, Natonum Community College, Prince Albert, Regina Plains Community College and Saskatoon Region Community College. Adult students now in the Adult Basic Education programs answered the quesionnaires from the perspective of when they were students in the 1-12 school system. From their views and from consultations with ABE instructors, we would like to present what we see as problems in education and suggest possible recommendations.

There appears to be a lack of vocational planning by the student in the regular school system. Because of this lack, students make poor course choices, and although they may end up with a Grade 12 certificate, it does not give them the prerequisites to go into further training. Colleges are experiencing a high demand from adult students seeking credits particularly in the maths and sciences.

Recommendations

1. There should be better training of counsellors in guiding students to realistic career goals.
2. There should be more career counsellors.
3. It would be beneficial to have a connection of the schools to industry and manpower planning agencies.
4. There needs to be more specific guidance to students regarding their course choices.
5. There needs to be an increase in compulsory core subjects particularly in the science/math area at the Division IV level.
6. There needs to be more futuristic training for teachers to be able to counsel for 'life beyond school'.

Many students in today's school system do not seem to be in touch with the world of work. Students 'learn' about subjects in their courses, but do not learn about the work place. Many students have difficulty deciding on a career and often know very little about the process of looking for a job, or knowing where the demand is.

Recommendations

1. There is a need to have Work Experience as a part of the curriculum. Here is a chance for students to get a 'feel' for their proposed career. It would also give the student some understanding of the work world.
2. There needs to be 'work education' classes; that is, courses that teach about unions, work ethics, job demand, how to find a job, how to handle an interview and how to keep a job.

3. There is a need for coalition between industry and education.

Students in today's schools are not being prepared adequately to be citizens and participate in community life. There is a definite lack of interest and knowledge in Government at all levels. The high percentage of adults who come back to school, not knowing anything about Government or Canada, either geographically or historically is alarming.

Recommendations

1. There is a need for citizenship education that encompasses government and studies of Canada at all levels.
2. There is a need for more cultural education, particularly updated material on native studies.
3. There is a need for teachers to be knowledgeable in these areas.

The school system concentrates its resources on ages 5-18 and ignores that there are differing levels of readiness for learning and that there is a definite need for lifelong learning. There are many functionally illiterate adults in Saskatchewan today; that is students who read at a Grade 8 level or lower. The 1976 census statistics report that approximately 177,000 adults of working age in our province have a grade 10 or less. There seems to be an assumption that all people mature at the same level and therefore can 'learn' at the same level. These students who cannot fit into this mold drop out of school or are classed as failures.

Recommendations

1. There is a need for alternate teaching methods, for example, individualization where appropriate, longer time frames for some individuals to enable students to receive stages of success.
2. There is the need to recognize differences in maturity levels of individuals, so as to legitimize and recognize the need for Adult Basic Education. Some people may not be ready to learn until later on in their lives.
3. Teachers need to be encouraged to counsel more and should be given the inservice time to gain this training.
4. There needs to be smaller class size so that teachers can be more personally involved with each student.
5. There needs to be decentralization of the larger schools, again because of the tendency to become impersonal to the students needs.
6. There is the need for the Department of Education to recognize the credibility of the classes offered through the Department of Continuing Education so that the Grade 11 and 12 certificates are equal in status to that given by the Department of Education.

CONCLUSION

The Community Colleges in Saskatchewan are providing education to those persons who, for whatever reason, were unsuccessful in the previous schooling.

Because of the diversity among schools and individuals, and because of changes in societal conditions, there is a definite need for adult education. What we hope to promote is that there is dignity in learning, no matter what age, and perhaps remove the stigma attached to 'drop out' or 'failure'. The joint goal of all educational systems is to prepare people for 'life' and all agencies working in education should be able to strive together in achieving these ends.

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The needs of children and the purpose of education are the two issues which we would like to address in this paper. The family is the basic unit of society. We feel that emphasizes must be placed on this fact when dealing with any change in our school curriculum. It is thr responsibility of the family to provide for the basic needs of their children. The parents must also be recognized as the primary educators of their children.

However, more and more the school seems to be assuming the responsibility for many basic needs that are, in fact, the responsibility of the parents. As a result of this many parents feel that the school is placing the home under constant attack. Instead of the mutual support one should find between the home and the school, we find our children are being turned against the basic values that their parents hold. With in mind, we have compiled a list of needs for which the schools is not responsible.

It is not the responsibility of the school to:

- attack basic Christian morals
- invade the privacy of the home and student through public self-disclosure in the classroom
- teach students that values are relative to a situation (ethical relativism)
- teach children that they must develop their own values system independent to family or religious guidance
- expose children's values to the influence of peer pressure in a classroom setting.

Yet, with the usbtle spread of humanist views and values clarification techniques in our curriculum all this has been taking place. It is causing an erosion inrespect for authority of the home and the law. This philosophy teaches our children that if they think it is all right then they are justified in holding any view and acting on that view even if it contrary to a view held by their parents, the church or society in general.

Allowing the teaching of humanist values in school is undermining the moral fabric of our society. We, as parents, grandparents and Christians object strongly to the invasion of these attitudes and the excercises designed to promote them that has occured in the curriculum.

Parents are responsible for the moral up-bringing of their children. The school's interference in this matter is not acceptable. Values clarifications techniques and secular humanist values have no place in our schools. We insist that thiese must be removed from the curriculum. It is not the school's responsibility to replace the home.

The purpose of the school is to educate the students by providing a sound acedemic education. Even in this age of computers the student needs the basic reading, writing and arithmetic. The computer can only process the infromation which it receives, it is therefore essential that the operator be knowledgable in the recognition and correlation of facts.

In providing an acedemic education in the school we feel that there should be goals for which we strive. Bishop Fulton Sheen sums up these ideals in his book "Life is Worth Living".

"Education should maintain three goals in the training of the intellect.

1. Train it in the way of truth.
   The purpose of education is not primarily to train us for democracy, nor to enable us to make a living; the purpose of education is to give the mind truth about everything, science, literature, history, art, philosophy etc.

2. Correlate subjects with one another.
   Students should not get a congeries of unrelated, disconnected and disjointed subjects which they or no one else can put together. An encyclopedia is not educated, dispite its bursting knowledge, because it lacks the power to correlate one subject to another. A true education shows a relationship of one subject to another one.

3. Emphasize depth, rather than froth.
   Deepen the knowledge of a subject rather than treat one subject superfically and subtituting another for it.

In a democracy such as our own, we do not want uniformity of edcuation; we want only a unity of education. Unity of education, in the sense that all will be good citizens, dedicated to the preservation of the moral fabric of the nation and the continuation of its great tradition. But no uniformity of education, in the sense that everyone is to be poured into identically the same mold and measured by the same standards. To make all schools identical in a democracy is not to be democratic. Reduction of education to one type could be the beginning of the reduction of all minds to one party. Where there is unifrom mass education, it is easy for a dictator to take over. Where there is diversity of points of view in the political, economic, and social order, there is a democracy under which men fall. There is uniformity of education in Russia.

In America we want unity under which men recognize themselves to be the possessors of rights and liberties as the "unalienable endowment of the Creator". "

Lestsquard CWL
-Inch Lunham
Education Convenor
Diocese of Gravelbourg

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SASKATCHEWAN MEDICAL ASSOCIATION

Brief To The

Curriculum and Instruction Review Committee

Saskatchewan Education

April 1, 1983

PREAMBLE

The Saskatchewan Medical Association is a voluntary organization of physicians incorporated under The Non-Profit Corporation Act. In essence, it is the business arm of organized medicine in the Province of Saskatchewan. Briefly, its objectives are the promotion of health and the prevention of disease, the improvement of medical services however rendered and the maintenance of the integrity and honour of the medical profession. It strives to advance the scientific, educational, professional and economic welfare of all members of the medical profession in Saskatchewan.

OBJECTIVES OF THE BRIEF

Having reviewed and examined the pertinent documents pertaining to the current K-12 programs, the S.M.A. concluded that the health curriculum falls into three broad concepts:

- normal health and deviations therefrom
- physical fitness and lifestyles
- family life and sexuality education

The S.M.A. decided on these three concepts as being in the realm of its expertise, so does not presume to comment on those aspects of the K-12 program in which it considers it has only a general knowledge. Therefore, the three concepts as listed above in reality represent the objectives of this brief which will be further elaborated upon.

At the outset, the S.M.A. wishes to emphasize the importance of teaching health throughout the educational system and at all levels. Health, in the view of the S.M.A., is an integral part of the individual's survival package for the 1980's and beyond. Virtually, from womb to tomb, we all should realize the importance of our responsibilities for our own health. This can be achieved in part through the school curriculum under the aegis of the K-12 programs.

NORMAL HEALTH

The scope and sequence chart for the provincial Division I and II Health Education Curriculum (1977 Guide) and Division III Health Education At a Glance (1967 Guide) were examined in some detail which resulted in the following comments and/or suggestions.

Although some basic instruction will continue to be needed in the topics listed below, the S.M.A. respectfully suggests that there should be LESS emphasis on:

- physiology and biology
- dentistry
- growth and development

There appears to be a year by year repetition of these curriculum items which should be rectified.

Further, the S.M.A. suggests that there should be MORE emphasis on:

- mental health
- age - specific health hazards

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- the meaning of pain
- self-responsibility for one's health

In summation, the S.M.A. suggests the Health Curriculum should focus on a broad knowledge of the mind and body and emphasize community health and the responsibility for one's own health.

PHYSICAL FITNESS AND LIFESTYLES

First, the S.M.A. suggests that there should be regular physical training periods thoughout the curriculum. For Grades one to nine, emphasis should be placed on sports activities to encourage individual as well as team participation. Also, there should be continued encouragement for the individual to participate in intramural sports. Sports involving risk or injury to the individual should be identified and discouraged. Sports for the physically handicapped should be recognized and included in the curriculum.

Second, the S.M.A. suggests that there should be more emphasis placed on the subject of nutrition in the curriculum. In the era of "fast foods" and "junk foods," today's youth are not too aware of the consequences of poor diet versus good nutrition. Physicians have observed that more and more young persons are leaving their family home at an earlier age and setting up their own home at some distance from parental influence. This being the case, the S.M.A. recommends that more attention should be given to teach youth of both sexes not only how to choose nutritious food items but how to prepare and cook them. Traditionally, this aspect of home economics has been primarily the purview of the female student. Perhaps the time has now arrived when male students also should be encouraged to learn to prepare and cook nutritious meals and dispel the myth that this is a "female preserve."

Third, the S.M.A. suggests there be more emphasis on drug use and abuse. The curriculum should perhaps include such items as dealing with prescription drugs, mood modifying drugs, alcohol and tobacco and stressing the influence these have on one's lifestyle and overall health.

Fourth, the S.M.A. suggests some focus on accident prevention which should include aspects of driving attitudes, occupational health and safety and home accident prevention. Accidents of all types are high on the list of fatalities and injuries which possibly could be prevented through information and education. Saskatchewan Education should be highly commended for its Safe Graduation Program which has saved many teenage lives. However, the S.M.A. suggests that this program should be further extended provincially to include more rural areas and smaller urban areas.

Fifth, the S.M.A. suggests that the environment and its effects on the individual's health be a curriculum item. This could include participating in physical activity in relation to one's environment, hazards of the environment and the preservation of the environment.

Sixth, the S.M.A. suggests some attention be given to leisure time pursuits and activities. In its view, the 1980's and beyond will present to all of us the problem of how to best take advantage of increasing leisure time due to the advent of microchip technology and automation. The adage of a "sound mind in a sound body" is very appropriate in our times.

Seventh, the S.M.A. suggests that the subject of stress has a place in the curriculum. It is never too early in one's life to learn how to cope with stress and perhaps the educational system is one of the best places to learn the importance that stress plays in our every day lives. Knowing what causes us stress assists us in coping with it and possibly turning it to our advantage. The S.M.A. notes that there appears to be an ever increasing number of potential teenage suicide victims presenting at general practitioners' offices. This may be due in large part to the results of teenagers not being equipped to handle the stresses of life today.

In summation, the S.M.A. again wishes to emphasize an individual's participation in physical activity and encouragement of it throughout the curriculum. Also, knowledge should be imparted regarding the factors conducive to healthy lifestyles.

FAMILY LIFE AND SEXUALITY EDUCATION

The S.M.A. suggests that the following items be considered for inclusion under the above-heading:

- puberty
- physiology of reproduction
- attitudes toward sexuality
- marriage and parenting
- the role of the family
- the family life cycle
- assisting parents in discovering the "new world"
- home economics for boys and girls
- the impact of print and electronic media messages

In summation, the S.M.A. suggests that the educational system has an obligation to provide developing adults with information to assist them in sorting out subliminal influences of advertising, movies, magazines and suchlike on their minds at the time when they are most vulnerable to changes of attitude.

RELATIONSHIP BETWEEN SCHOOLS AND PHYSICIANS

In concluding its brief, the S.M.A. offers the following comments. One problem and burden that physicians face continually is that of the "excuse slip" or "sick slip." Physicians are frequently requested and expected to provide these "slips" without really knowing the objective of issuing them. The S.M.A. would appreciate clarification of this objective so that it may then proceed to determine the best approach to take in solving the problem.

Another concern of the S.M.A. is that of the safety of school buildings. This is not to suggest that all schools in the province have a safety problem with their buildings. However, there appears to be some evidence, anecdotal or otherwise, that such problems do exist throughout the province. Perhaps more attention could be given to this matter in the public and medical interest. Further, the absence of ramps in school buildings or alternative methods of going from one level to another should be considered as this is of particular importance to those students who are either permanently or temporarily handicapped.

Finally, the S.M.A. has a concern about the interaction between physicians and the schools' academic and extracurricular activities, such as sports and athletics. Seldom, if ever, are physicians invited

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to participate in such interaction, which the S.M.A. suggests is a most important aspect of the educational system and those involved in it. Perhaps this matter should be addressed now and consideration be given as to how it might best be achieved.

The Saskatchewan Medical Association wishes to thank the Curriculum and Instruction Review Committee for the opportunity to present its views at this time and will be pleased to elaborate on any portion of its brief should the Committee so request.

St. Henry's school district 1046 held a meeting on January 20, 1983, to discuss the questionnaire sent out on the Educational System. Here is a brief report on the comments of the meeting.

1. What are the needs of our children?

A. On a social level? We would like to see our children treated on a more personal level. There was some concern about too many sports, which sometimes create problems for transportation. Also with band students, a question of whether they are missing too much class time arose.

B. On an educational level? It was the general thought that we should be teaching the basic skills of school, the three R's, plus more thought toward teaching the simple living skills. We would like to see more information on careers for our students when they reach that point in their education.

2. What kind of school program would best suit those needs?

A. Perhaps more provocational schools on careers and economics.

3. What is the role of parents in providing for the social and educational needs of children?

A. Social needs: helping your children to develop good working habits, giving the children more encouragement towards school, and developing good social manners with your children. Parents can best help a child socially by developing the ability in the child to learn how to think for themselves and not to be influenced so much by peers.

B. Educational needs: parents should provide proper work areas for the child in which to do homework. Parents should be helping and should be more interested in the child's homework.

4. How do teachers see their role in providing these needs?

A. By working closer with the parents as well as the child. Parents should ask the teachers more questions and be more concerned about the child's work. Teachers aren't there to win any popularity contest with the children.

5. A look at our school.

A. What are some of the good qualities?

Our school is small, so the children have really learnt to get along with each other and to give a helping hand. Therefore the children have more confidence in each other and there is more involvement for them in whatever they do. The educational values would match any school. The Band program has been an asset.

B. What changes would you like to see?

The use of computers in high school, using local people to talk to the children about different fields of careers, were some ideas that developed from our meeting, taking into consideration the size of the school. We would also like a better program on Family Life starting at grades 5-6, and a more detailed program for grades 7-8, with parents approving the program first. Also, a more modern current affairs program; something that would apply to their everyday lives. Social studies should be updated especially for grades 7&8. The course should be made much more interesting. It would be expressed that the second languages should be taught sooner in grades than it is.

It was a suggestion that children making the move to high school perhaps should involve themselves in a student exchange program with the high school most convenient (that they would later attend) for a few days. This would prepare the grade 8 students for what they shall later face.

6. Do parents teach children values?

Parents should be providing the guidance children need. Unfortunately, some parents aren't providing enough discipline and have lost the art of teaching the children manners.

7. Should teachers teach values?

Yes, if they are the basic values. It was an agreed upon feeling that social behavior is as important in school as good grades.

[illegible]
Secretary
St. Henry School
Local Board

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21.

THE LEARNING RESOURCE CENTRE

and

THE CURRICULUM

prepared by
L. Lowenberger
Teacher-librarian
Wynyard Composite High School

Councillor
Sask. Association of Educational Media
Specialists

Any curriculum, regardless of its content or emphasis, has as its primary purpose, the planned interaction of students and instructional process. Due to the information explosion facing today's student, logic dictates that simple rote learning is a thing of the past. Students must be prepared to handle an everchanging world, and the education system must attempt to provide a base from which they may operate.

Today's social trends dictate that the student must be able to 1)see relationships and make correlations, 2) sort information, weighing and acting on data, and 3) evaluate choices and make decisions, despite the amount of current information, and misinformation available. Schools must respond to the students needs to develop these skills, by providing the learner, regardless of his level of ability, with experiences that will enable him to gain, evaluate, and use information relevant to the objectives before him.

It is crucial, therefore, that designers of curricular instruction take into consideration the components needed to facilitate this style of learning, a combination of instructional content, instructional resources, and instructional process. Even if these aforementioned elements exist separately, each alone connot hope to achieve the goals of the system. There must be a meaningful interaction of all three elements if a successful instructional design is to be developed.

Saskatchewan teacher-librarians maintain that the learning resource centre, or school library, can be the centre of this interrelationship. The resource centre/library when properly operated and staffed can facilitate the arrangement of instructional content, resources, and processes. A teacher and teacher-librarian, using a co-operative planning and instructional approach can develop strategies for the interests and abilities of every learner.

The concept of co-operative instruction, using a teacher, knowledgeable in content and process, and a teacher-librarian, knowledgeable in content, process and *resources*, is gaining wide acceptance. While the concept of the Learning Resource Centre has been presented in several works sponsored by the Department of Education, the Saskatchewan Association of Educational Media Specialists, the representative body for teacher-librarians within the province maintains that the potential for school libraries is still drastically underestimated. Many submissions, briefs and reports have been prepared for the Department, all with a definate lack of success. In fact, the only position of leadership and guidance to school resource centre personnel offered by the Department has remained vacant since November, 1981.

School library development has been seen as competing with other fields, rather than working hand in hand with other units of our educational program. The role of the school library, therefore must be clearly seen as an integral part of the education system-- the only part that has the ability to work with every field of study. To enable the co-operative approach to take place and ensure its success, there must be adequate staffing in resource centres. Just as any other teacher, with a specialized area of knowledge, be it Sciences or Humanities, teacher-librarians have specialized knowledge in information selection, organization and retrieval, as well as the professional skills of any educator in our school systems. Teacher-librarians are not the old model of simple guardians of a room full of books-- they are enthusiastic teachers, encouraging students to develop the skills which will lead to independent and continuous learning. These skills will be used long after they leave the formal education process.

With our present climate of "restraint" resulting in reduced staffing, many teacher-librarians are finding themselves reduced in professional time, or replaced by technicians, teacher-aides or clericals, who are qualified to do little more than the general housekeeping of the facility, (carding, shelving and book repair). Staffs which are faced with heavier work loads are also faced with reduced or no professional assistance. Resource centres, which have been stocked with countless thousands of dollars of materials are sitting idle, because there is no one with the knowledge of what materials are available.

What is urgently needed is the recognition that the library is not just a place or a subject, but a resource service for teacher and student alike. The Saskatchewan Association of Educational·Media Specialists has in its Constitution clearly stated two primary aims:

1) to promote the development of effective educational programs

2) to promote the systematic planning at all levels, of school resource centres.

These aims clearly must work together. I, as a councillor for our association and a practicing teacher-librarian, urge you to give just consideration **of the role of the school library/ resource centre, not as a spare element of the curriculum, but as an integral element of successful curriculum design and implimentation.** The recognition of this concept by educational planners, must surely encourage the strategies and policies for improvement of Learning Resource Centres in the province.

22.

A Brief

for submission to

The Curriculum and Instruction Review Committee

On Behalf of the Memorial Society of Saskatchewan

By Keith Sutherland, Membership Director.

119 Lindsay Drive
Saskatoon
S7H 4B4

Having been directly involved for more than thirty years in the professional training of teachers - both here and previously in England - I am acutely aware of the problems of curriculum planning for schools. I realise that many teachers feel under severe pressure to include this or that new subject in the curriculum, and I am cordially in sympathy with their resistance to such pressures. However, I believe that their concern arises mainly because so many pressure groups urge the schools to introduce new courses of study into an already over-crowded school day, and it is not my intention to add yet another such pressure in presenting this brief today.

Nevertheless, I am keenly aware of the function of the school as an interpreter of the outside world to the growing child, and I regard this as a task which has never been quite so urgent as it is today. But in pleading for some attention to be paid to the views of the Memorial Society I am not seeking anything which would in itself absorb significant amounts of the time in the school day. Indeed, in my view it would be inappropriate to advocate anything of the kind. The school years are scarcely an appropriate occasion for young people to devote substantial time to pondering over the process of death or dying and I would not expect anyone who should demand that of them to meet with a receptive audience. What I would ask is rather that at some point in the work of students at Division 3 or 4 level, the problem of our society's attitude to death and dying might be addressed.

The basic policy of all memorial societies is to enable their members to arrange for a simple funeral at a pre-determined low cost. Many funeral homes now offer basic services that are comparable to those available through memorial societies. The important difference is that the memorial societies quote a maximum price for total services offered through their undertakers while the members of the industry are using their competitive figures as a minimum.

Previously called the Memorial and Cremation Society of Saskatchewan, we are a non-profit, non-sectarian, and non-political organisation, registered under the Business Corporations Act (Non-profit Section) 1977. The Society is supervised by a Board of Directors who serve without pay and are elected at the Annual General Meetings. The Memorial Society of Saskatchewan is a member of the Memorial Society Association of Canada, a group that includes memorial societies from coast to coast. Memberships are transferable without charge if a member moves from this Province to another which has a Memorial Society.

Our members include people from every walk of life and every age group. We believe that there is something wrong with current funeral custom We are disturbed by the "high and steadily increasing cost of dying", by elaborate "funeral parlour" practices, and by unnecessary embalming and "making up" a body in order to put it on display. Our members feel that it would be more fitting to arrange for a simple service with a closed coffin, or, even better, a memorial service after the body has been buried or cremated. In this way the physical aspect of death is not emphasized, and friends and relatives can reflect on the more enduring human values of the person who has died. It is also, we feel, more dignified and genuinely respectful of the dead.

It may seem as though this should be a simple matter to arrange but in fact there are powerful social mores which can be and often are, exploited to hinder it. We feel that the schools both can and should play an active part in helping the young to discard the outmoded and largely superstitious practices of the past and begin to look upon death unemotionally as an integral part of life. By quiet and reasoned discussion of the matter in a situation free from the tension and grief which normally surrounds the death of a close friend or relative, we believe that young people can be helped to prepare themselves to meet the crisis calmly when it comes, as come it must sooner or later to us all.

In one of his essays, Gilbert Keith Chesterton observes that "the most important question for a landlady to ask of a prospective lodger, is What is his view of the universe?" Whilst I have not myself met any landlady who has posed this question in so many words, I have over the years encountered several who have seemed to have something like it at the back of their minds when weighing the possible hazards they may expose themselves to by ignoring it! What Chesterton had in mind of course, was the point that in our ordinary everyday actions we inevitably reveal our fundamental Weltanschauung or world view. It is today becoming increasingly important for us tox examine our basic attitude to the world in which we live- and this must include our attitude to death and dying. Surely we have now reached the point where both teachers and students must heed the advice of John Bunyan and

Be not extream
In playing with the outside of the dream.

Though we no longer place a coin on each eye of the deceased as he lies in his coffin, to enable him to pay for his passage across the river Styx, it would seem that we are only slowly and with difficulty shaking ourselves free from many other customs which are no less superstitious than this one. Many of us remain open to the subtle suggestion of some funeral salesmen that it is 'the right and proper thing' to bury our dead in the most expensive coffin that our money can buy. I have even heard of such a coffin being equipped with a spring mattress! Again, we accept the dubious contention that the deceased should lie in state for days dressed 'respectably' or elaborately and with his cheeks heavily rouged though we may know how vehemently he would have spurned the latter practice in life lest he expose himself to the ribald laughter of his acquaintances. Does such treatment or exploitation of pepple's distress and pain really enhance the dignity either of the living or of the dead? We of the Memorial Society do not think so and we strongly deplore the public attitude that continues to tolerate such absurdities.

I mentioned earlier that we of the Memorial Society of Saskatchewan do not plead for the introduction of new courses on death and dying, and this is true, yet in another sense what we are pleading for demands a far greater revision of the school's current curriculum.

For too long, we have ignored Bunyan's warning and contended ourselves with 'playing with the outside of the dream'. As a result we have now reach the point at which the fate of the earth itself has become our most urgent problem. In short, our civilization is in imminent danger of literally drowning in its own excrement. If humanity is to survive on this planet we must not only cease playing our familiar funeral parlour games, but in addition we must strive to make the rhetoric of educational literature about "encouraging habits of critical thinking among students of all ages" a reality. The orthodoxy even of science must be subjected to rigorous scrutiny and re-appraisal and we must recognize that, at least in every field of human affairs, there is no such entity as 'an objective scientific statement' but that every statement purporting to be such, necessarily reflects an underlying value judgement.

The degree to which scientific research nowadays can be dedicated to the destruction rather than the enrichment of life implies a fundamental disrespect for life and may well prove the Achilles' heel of our civilization. The school's curriculum as a whole must be dedicated to the restoration of that respect if we are ever to discover the truth of Laurence Binyon's words:

> There is music in the midst of desolation
> And a glory that shines upon our tears.

.....

Keith Sutherland

Keith Sutherland.

26 February 1983.

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23.

BRIEF TO SASKATCHEWAN CURRICULUM REVIEW COMMITTEE
from
The Church in Society Committee of
Saskatchewan Conference
of The United Church of Canada

We must say from the beginning that this Brief breaks no new ground. It is a reiteration of things Saskatchewan Conference has said in the past in briefs to the Government of Saskatchewan.

There are three main concerns upon which we wish to concentrate:

Family Life Education

The Teaching of Science

The Teaching of Religion in Schools.

All can be highly controversial, and one will find sincere Christian people, including United Church members, on both sides of each issue. Nevertheless, these are positions which were adopted by Saskatchewan Conference of The United Church and have been communicated to Government.

FAMILY LIFE EDUCATION

"Saskatchewan has one of the highest teenage pregnancy rates among provinces, but ranks third last in providing sex education in the schools."[1]

We are aware that for many people this is a controversial subject, and that education authorities feel a lot of pressure from all sides on this issue. Opposition to Family Life Education programs can be strong and emotional. Much of it seems to come from a misunderstanding of the nature of Family Life Education combined with a distrust of those who may be doing the teaching.

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1. Louise Murray quoted in Leader Post, March 6, 1979

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There is a tendency on the part of the public to use "Family Life Education" as a euphemism for "sex education" in the sense of a description of the anatomical equipment, and the physiological processes, together with instructions on how to use the equipment, taught in isolation from anything else. There is also a common assumption that having the information, young people will immediately rush out to test the theories and practice what they have been taught. In other words, there is an assumed correlation between sex education and promiscuity.

There is not evidence to support this assumption. Indeed there appears to be a lack of thorough and comprehensive research on the effectiveness of sex education programs. Peter Scales, a U.S. sex educator states that a review of the literature "has consistently indicated . . . that children whose parents talk to them about sexuality do in fact tend to delay their first intercourse longer than children whose parents avoid sexuality and their children tend to use contraceptives when they do have intercourse."[2] We would suggest that there is a correlation between an open and accepting attitude to sexuality and responsible sexual behaviour. It would be our hope that as education on human sexuality becomes more widespread, there will be a corresponding decrease in teenage pregnancy, venereal disease and other problems related to teenage promiscuity.

It is important, however, that Family Life Education be more than "sex education." The physiological, psychological and emotional facts about human sexuality must be taught in a context of the wholeness of the human person, and the wholeness of human relationships. Sex education should not be set apart from other aspects of life as taught in Health or Social Studies or Biology courses.

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2. Scales, Peter, "How we guarantee the ineffectiveness of Sex Education" in SIECUS Report March 1978

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Much depends on the preparedness, emotional maturity and sexual security of the teacher. Yet to have it taught only by specialists rather than by regular classroom teachers is to set it apart as something strange and frightening. The units on Family Life included in the Divisions I and II Health Education curriculum published in April of 1977 are a good example of what can be done dealing with family relations, sex roles, physiology and procreation in appropriate ways at various age levels. It is regrettable that it has appeared necessary to set these units apart by making them optional. We hope that more and more communities will see the importance of this program and insist that it be used in their schools.

At this point the role of Local School Advisory Committees or similar bodies is vital in communicating and interpreting programs to the community, and providing an opportunity for parent and community input.

We note that there seems to be a lack still in Divisions III and IV. A course such as Home Economics 30 (Family Life) developed for Division IV in January, 1974, deals with many aspects of family living and homemaking. However, it has little to say about sexuality, and is aimed, apparently, mainly at female students. Such a course, with the addition of some units on human sexuality, parenting skills, and perhaps some "lab sessions" on intergenerational relations in a Day Care Centre and/or a senior citizens' home could well be a compulsory course for all Division IV students. It appears capable of providing a sound basis for adult living.

We are aware that not only children need training in family life areas. The community college system has a great potential for delivering workshops and courses on a variety of family life related themes. We would urge the government to continue to support and encourage the expansion of such programs.

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We are well aware that this is an area of education that is fraught with difficulties and dangers, and one which many people find threatening. Nevertheless, we feel the cost of failing to do everything possible to equip people for the task of being competent and responsible parents, comfortable with and knowledgeable about their own sexuality, is far higher than our society can afford to bear. The impact of good family life education is felt for generations, as is the impact of not doing it, or doing it badly. False understandings and unhealthy attitudes tend to perpetuate themselves from generation to generation.

In 1974 the Church in Society Committee of Saskatchewan Conference presented a brief to the Minister's Advisory Committee on Family Life Education. Much of what was urged in that brief has been partially implemented as noted above. However, because of a concern on the part of many people lest "morals, values and ethics" be left out -- and the urging of some people that education be "value free," we repeat here one section of that brief which deals with religion and ethics.

> "Religion and Ethics in Relation to Family Life
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> We accept the view that there are a number of dimensions to the word "religion." All religions have a doctrinal dimension -- a body or system of principles advocated and/or taught; a mythological dimension -- stories or poems, either with or without a basis of fact or a natural explanation, that have traditionally helped persons to explain themselves (their emotions, their behaviour) and the universe; an ethical dimension -- certain morals or principles of conduct that are considered right or wrong; an experimental dimension -- the living faith of the believer usually based on personal experiences; a ritual dimension -- formal or ceremonial acts customarily prescribed and performed; a social

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dimension -- that is to say that when beliefs, rites, myths, principles of conduct are held in common, individuals organize themselves into a social group -- a society of people.

In a pluralistic society, we hold that it is important that the school program assist children and young people to understand the variety of systems of beliefs that are held. In the church we are realizing that we can no longer build protective walls around our individual religious beliefs. We are realizing that the term "religion" implies the human questions of meaning that all persons ask and find answered in varying ways.

An important part of educating children and young people for the important decisions they face in the areas of personal life style, marriage, vocation, and recreational activity is exploring fully the answers to the human questions of meaning that are provided by the cultures and religions of humanity.

The church, the school and the home can play integrative and supportive roles in this regard. The doctrinal and ritual dimensions of religion should be the specific responsibility of religious institutions and their professional personnel.

North American educational institutions attempt to help students to acquire knowledge, to develop problem solving skills, to develop a positive feeling of personal worth.

The achievement of these objectives would seem to necessarily include the mythical, ethical, experimental and social dimensions of religion.

Since a Family Education program will deal most intimately with questions of identity and personal worth, we suggest a religious dimension to this curriculum. This should involve students in discovering the contribution of literature, music, art, and religion to the transmission of values from one generation to the next."

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1. We commend the Government of Saskatchewan for the steps that have been taken to implement the recommendations of the 1974 Minister's Advisory Committee on Family Life Education, notably the integration of Family Life Education into the Health Curriculum for Divisions I and II and the provision of courses related to Family Life Education in the College of Education. We are also encouraged to see Community Colleges offering programs on marriage and family.

2. We hope that the Government, together with the churches and other agencies, will take positive action to promote and encourage the use of Family Life Education programs, and to create a climate of acceptability for such education.

3. We urge the Government of Saskatchewan to continue the development of Family Life Education programs which are comprehensive, including family relations, roles, sexuality and skills for living in a context of spiritual values.

4. We urge the Government of Saskatchewan to take steps to encourage teachers to obtain training in the Family Life field. This might be done by means of bursaries and scholarships. We also urge that the Government move toward making credits in Family Life Education a prerequisite for teacher certification.

At the annual meeting of Conference in 1981, a resolution regarding teenage pregnancies included a call for the Government "to provide comprehensive family planning programs for teenagers in the school system." It should be noted that this is in the context of a number of recommendations for action by local churches to greatly increase their own role in education for living,

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formation of healthy attitudes toward sexuality, and in pastoral support for teenagers involved with pregnancy. The same resolution calls for implementation of the Family Life Education program and offers the help of the church in such implementation. We confess that as a church, our record in this area has been, at least, spotty.

It is not our view that education in sexuality and family life should be turned over exclusively to the school system. Families and churches have a primary responsibility. Schools have the opportunity to reach a wider group of youth, and to do it in a different context. Ideally, we believe, it could be and should be a cooperative effort of school, family and church.

CREATIONISM AND THE TEACHING OF SCIENCE

We are aware of the pressure being put on schools to teach a particular type of theory of origins, one based on a literalistic interpretation of certain chapters of the Bible, and called "Creation Science." We believe this to be a false science, and an attempt to insert sectarian religious teaching into the school system under false pretences. We do not believe that so called "Creation Science" is true to either God's word, or to any acceptable scientific method.

At the same time, we share a concern with the "creationists" about the way in which science is sometimes taught. We do not find all theories of evolution inherently inconsistent with a belief in God as creator and governor of the world. The presence and purposefulness of God is as evident in a slow development/evolution of earth and life, as in a sudden and recent divine fiat. Some science teachers, it appears, forget that "Evolution" is a hypothesis, and that it is the nature of science to be open.

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Scientific hypotheses are developed in an attempt to explain observed facts; such hypotheses are valid until new observations demand revision, or a whole new hypothesis. We are aware that occasionally science teachers fail to emphasize the provisional nature of scientific knowledge and the open endedness of the scientific method. As a result "science" is perceived to be a final authority, in effect a religion which denies the existence of a power outside of itself.

polarization!

We recognize that the teaching of science, or any other discipline, cannot be free of values, nor is it possible for teachers to avoid expressing their own beliefs, ethical values, and biases. Indeed to attempt to do so would not be helpful. Rather we suggest that a major goal of education should be the development of a critical approach to reality, which will question the authority of science, among other things. Both in curriculum and in the training of teachers this goal should be clear, that graduates of our school system may be capable of critical thinking, perceptive questionning and a sense of humility before the mystery of reality.

RELIGION AND THE SCHOOLS

As indicated in the section on Family Life Education we believe there is a place for the teaching of religion in the school system. We do not mean by this the formation of particular faith stances. That is the task of church and home. Rather, since religious faith plays such a large part in the history and culture of the world, it is vital that students learn about religion in its varieties and about the world faith communities with which they will be in contact.

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It should be clear that the following material does not represent policy adopted by the church, but rather an invitation for church and province to enter a process of exploration toward an acceptable policy.

There are a number of questions to be considered. One is the question of what the existing laws have to say about religious instruction. The Education Act provides for the possibility of up to two and one-half hours per week of religious instruction to be included in the curriculum, depending on the approval of the local Board of Education. In principle, therefore, the law recognizes the validity of children learning about religion in school as well as in church and at home.

It is in practice that the provision of religious instruction in schools becomes difficult. There are at least three kinds of problems involved.

1. Who should do the teaching?
2. What should be taught?
3. How can local boards be convinced to allow religious instruction to be included in the local curriculum?

All three problems are interrelated and have to be solved together. A local board will not likely agree to providing time for religious instruction unless it is satisfied that what is being taught and those teaching it are acceptable to the whole constituency which is served by the Board. Because the religious or anti-religious convictions of the people in any constituency vary so widely, it is usually judged to be safer and even fairer to exclude religious instruction from the curriculum altogether.

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Perhaps the most basic question is, "What should be taught?" If this question were resolved to the satisfaction of most people in a school board constituency, it might then be possible to convince the Boards to provide the instruction and to find appropriate people to do the teaching.

There may be a valuable lesson to learn through the experience of Departments of Religious Studies in secular universities. Any Department of Religious Studies worthy of the name will be committed to teaching about all the major religious traditions of the world. University faculties who oversee the religious studies departments usually include people from the whole spectrum of religious and non-religious orientation. They are extremely sensitive to any possibility of religion being taught in the university in a way that shows prejudice for or against a particular religion. At the same time, most universities acknowledge that it is appropriate for their departments of religious studies to emphasize studies in locally "dominant" religions more than in religions which are not much represented in the local populations. If a similar approach to religious studies could be implemented in primary and secondary schools, might it not go a long way towards meeting the needs of our children and young people for instruction in religion?

The need for people to understand other religious traditions is almost as urgent as the need for understanding their own traditions. If, as Northrup Frye maintains, children are prematurely "senile" when they do not know their own religious heritage, then perhaps it would be accurate to say they are partially "blinded" when they fail to understand the religious heritage of their neighbours in our global village. Our education system will continue to produce culturally deformed children until it addresses the "senility" and "blindness" that lack of religious instruction presently causes.

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People from the Christian churches are not usually very quick to advocate the teaching of other religions in the schools. This is a pity because there is little or no chance of our tradition being taught unless the other major religions are also taught in the schools. It seems clear that our first step towards getting religious instruction into the schools should be to call upon our school board to emulate the universities and recognize the validity of teaching about eleven major religions.

The question of who would do the teaching may not be as difficult as it looks at first glance. The universities are once again the key to the solution. The College of Education in the University of Saskatchewan offers both major and minor programs in religious studies for those who are preparing for teaching careers. At present it is mainly the Roman Catholic teachers who are taking advantage of this training program. The point is that if religious instruction were a part of primary and secondary education it would be possible for present and future teachers in the school system to gain a measure of specialization through existing programs of religious studies in our universities. If the school boards planned for the phasing-in of religious instruction as trained teachers became available, it would not take very long for an appropriate program to be in place.

SUMMARY

1. We urge the implementation of Family Life Education, including education on family planning, in the school system.
2. We reject the insertion of "Creation Science" into the school system, but urge more openness in the teaching of science.
3. We challenge the Government to consider the development of a religious education curriculum on the model of that used by university departments of religion.

FEB. 15

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24.

A brief concerning "Schooling in Saskatchewan", respectfully submitted to the Minister's Advisory Committee for the Curriculum and Instruction Review by Duane Migowsky, P.O. Box 1082, Maple Creek, Saskatchewan.

I have been in the newspaper business for several years, and during these years I have learned to listen to ideas that are expressed in general conversation by ordinary people and formulate these ideas into logical patterns that can be passed on to governing bodies.

Included in this brief are only a few of the concerns that are expressed by those who can see a need to improve the educational system and what changes would be considered improvements.

This brief is intended as one small voice that will one day act as a guide when the "powers that be" make changes to the educational system we know today.

For purposes of clearer expression, this brief has been divided into three categories - The Three R's, The School Term, and French.

THE THREE R's

The school system should concentrate its energies more towards the Three R's with emphasis on reading. It seems to be generally believed that our children, armed with the skills reading, writing, and arithmetic would be able to reach greater levels of achievement in their individual aptitudes than they would under the "general education" concept now emphasized in our educational system.

The three "R" skills should be greatly emphasized in Divisions I, II and III when the skills should be mastered to the extent they will be useful when utilized in other subject matter in Division IV.

In Division IV the sciences, trades, etc. should not completely ignore reading and writing skills. Spelling, proper grammar and reading and study skills should be emphasized in every subject.

The most important skill - reading - should be an individual subject in Grades I through XII, which builds to a highly technical subject in Division IV. In Division IV skills such as speed reading, retention, newspaper and magazine reading, reading figures (such as accounting figures, etc.) should be taught. Reading computer data is also becoming more important every year.

It is felt that at this time, our education system is not supplying our young people with the basic tools needed to operate in our society. Our school right here in Maple Creek is not teaching our children to read and write in 12 years of education. If the basic skills can be emphasized; if reading skills can be stressed - our young people will be far better equipped to utilize their natural aptitudes when they move into our working society.

THE SCHOOL TERM

The school term has traditionally allowed for a two month recess during the summer, a Christmas break and an Easter break. Our society's patterns have changed significantly and the traditional ten month school term should also change.

A system of three semesters a year would allow for Christmas, Easter, and summer breaks, but provide a more continuing effect.

Term I - January, February, March
Term II - May, June, July
Term III - September, October, November

April
[illegible]
[illegible]

Advantages:-

1. Since the term is only three months, the teachers would have to use a continuous education system which would keep both teachers and students up to date on the student's progress.

2. It would better accommodate a system whereby a student could progress at his own pace. If the student does not grasp the content of one three month session, he would only be three months behind rather than an entire year.

3. Teachers and parents might be more willing to have a student repeat a semester, since the student would only lose three months.

4. Students should "continue" to learn, rather than simply finish one grade and move to the next after a two month recess.

5. It would relieve the boredom now experienced by teachers and students alike during some months.

6. In our world of a mobile society, it could provide easier moves for a student from school to school. It would be easier for one parent to remain behind with the children until they finish a three month section before transplanting the children to a different school.

FRENCH

It seems that as Canadians, we are stuck with the French language as one of our official languages whether we like it or not. The opinion has been expressed that if the French language was taught properly from grades one through twelve, many of the problems between French and English Canadians could be cleaned up in only one generation.

Students who could become fluent in French would have a better understanding of the English language; and as a by-product, would gain a better understanding of the French people.

Conversational French should be taught as a compulsory subject from Grades one through twelve. If taught with emphasis on language structure, pronunciation, spelling, etc. it would complement the reading and writing portion of the curriculum.

The primary concern is that the students become highly skilled in the English language. It is felt that if conversational French is taught, the students who graduate from Grade XII would naturally apply the skills learned in French to the English language and emerge with a better understanding of both languages.

One thought that is always made clear in every conversation concerning general education is the fact that the education system of today does not teach the basic skills our children need to further their education.

It is generally felt the schools should get right back to the basics and give the student the tools he needs to pursue his own interests. Command of the English language is the basis for all education and the teaching of basic skills in language should be a top priority.

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25.

CONCERNS AND RECOMMENDATIONS FOR THE EDUCATIONAL SYSTEM IN SASKATCHEWAN.

February 16th, 1983..

PRESENTED BY FAITH CHRISTIAN FELLOWSHIP,
EASTEND, SASK. S0N 0T0.

We as parents find ourselves in the difficult position of not knowing all we should about what's going on in the school. But we do want to speak to the heart of the matter.

We are living in an unsettled time in our Nation and our our Western civilization world. Values and institutions that have sustained us over the centuries are despised. The question before us - how have the manner and curriculum of our school systems contributed to this breakdown and what contributions can our schools make to correct this?

We need solid teaching of principles that will reliably support and enhance the lives of our children in the yet unknown future.

We believe the Holy Bible to be the one book that can provide this needed foundation. We desire to see the Bible used as such - a foundation stone in the building of our children's lives - in school as well as at home. Let the Bible be our rule book, our primary educational document in Saskatchewan. We are tired of the latest theories of well-meaning educators that result in generations of misguided children.

As literature, the Bible is unexcelled. Our greatest writers in Eng. Lit. - Shakespeare and Milton - used Scripture profusely. There is a growing movement in public schools in the United States to offer a literature course entitled "Bible". We do not desire sectarian presentations or emphasis - only an opportunity to allow Scripture to speak for itself /4 and more generally we desire to see Biblical principles and standards maintained in the operation of our schools.

We value our children and desire that each one is highly esteemed, encouraged and brought to his fullest potential. In order for this to happen the Biblical standards of respect, discipline, integrity and hard work must be re-emphasized. There is a place for corporal punishment, administered in love

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/love, for the well-being of the child. Proverbs 13:24 states "He who spares the rod hates his son, but he who loves him is diligent to discipline him."

We are for children! We desire the best for them - both in the present and in the future. Furthermore, we believe, as indicated in 1st Thes. 5:23 and other Scriptures, that human beings are made up of Spirits as well as the emotional, intellectual souls and the ever hungry bodies. We believe the Bible needs to be in our schools to nourish the spirits of our children.

There is a trend among Christian people to remove their children from public schools and provide alternate schools for them. The present trend in our schools allows us little choice. Ultimately, we believe God holds us as parents, responsible for the education of our children, as in Deut. ch6. We would rather continue in the public school system. Decisions now being made by this inquiry will determine if we can remain in this system.

We strongly recommend to this Committee ~~inquiry~~ that there be a renewed emphasis on Biblical principles in all areas of school life, a return to the values of our pioneer forefathers ~~ancestors~~, who laid a strong Biblical foundation for us and our country.

Feb. 17 **26.**

CURRICULUM AND INSTRUCTION REVIEW - SWIFT CURRENT MULTICULTURAL COUNCIL

The following brief is presented on behalf of the Swift Current Multicultural Council, and is addressed to curriculum content, rather than mechanisms of instruction. In general terms, education of the children must reflect the nature of the society in which they live. Saskatchewan is unique among the provinces of Canada, indeed among the jurisdictions of the North American continent.In Canada, Saskatchewan represents the only province in which the people of English and French ancestry individually or even together do not form a majority of the population. In Saskatchewan, they rather constitute two of many important ethnic groups who together form a truly multicultural society. The social and economic success of this province is due in some measure to people of many ethnic backgrounds and customs learning to live and work together in harmony. This harmony is continuously challenged by social and economic changes of all kinds. If it is continue, the concept of a multicultural society must be fostered in the educational system from an early age.

The school curriculum must therefore reflect the multicultural nature of our society. It can do this in two significant ways.

1. Multiculturalism is part of art in all its manifestations, including literature, music, drama, and graphic arts. It is also a part of social and religious studies, languages, and philosophy. The course content within this extensive field should reflect the ethnic background and heritage of the many peoples who have become residents of this province. Children of varying ethnic backgrounds will thus be enriched by an appreciation of the significance of the contributions of their own ethnic group, and of others.

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2. Instruction in heritage languages should be available in more schools. In Swift Current, the large school population at the Comprehensive High School should make movement in this direction possible.

Differences in cultures suggest that different teaching styles are needed for some ethnic groups. Government discussion papers frequently indicate, for example, the special needs of Saskatchewan native children. The same is true for other ethnic groups. In particular, new immigrant groups present special problems and have special needs.

In this regard, it is possible that in the future there may be even larger migrations of new ethnic groups into our province. In a troubled world, Saskatchewan remains one of the few places where there is a combination of relative underpopulation, stable government, and expectations of economic growth. In the past, many ethnic groups have combined to form a unique society. Our success in educating children in the concept of multiculturalism will enable us to accept new ethnic groups into our midst, if the future requires this to be done.

In conclusion, our theme is that Saskatchewan is a unique truly multicultural society. This theme should influence the way in which we educate our children. The concept of a multicultural Canadian society is also accepted and fostered by both Provincial and Federal governments, and has now found a place within our charter of rights.

RSS:jk

Robert S. Smith, President
Swift Current Multicultural Council

Feb. 17

27.

TO: Minister's Advisory Committee
"Issues in Schooling"

FROM: Superannuated Teachers of Saskatchewan,
Swift Current Chapter
by Committee on Issues in Schooling.

This presentation is directed to the adequacy of school library resource centres and school library programs. The presentation is made because we believe the following premises to be true:

1. Students of today's schools will enter a world of employment which is ever-increasing in challenges and complexities. Adequate school libraries, with their developmental library and study-skills programs, are the best source in assisting teachers that they may be better able to equip students to face these challenges.

2. Today's school libraries must move forward in the 80's and 90's into modern, efficient learning systems, encompassing computer skills, video-tape, and related hardware and software. Development must take place through a planned approach under the guidance of trained, professional librarians, ensuring that collections of learning materials be built from worthwhile materials only, and that students and teachers will have leadership and guidance in maximizing use of the resource centre.

3. No school library is adequate unless the following four components are present:

- i) professional library staff, with technical assistance;
- ii) adequate physical plant;
- iii) books and other learning materials (selected by professionals from recommended sources);

iv) an on-going developmental library study-skills program from K to 12.

Whereas there is in existence a set of Canadian School Library Association Standards, and whereas it is felt that few Saskatchewan school systems meet these standards, we respectfully recommend:

A. that the Saskatchewan Department of Education initiate a program of evaluation of Saskatchewan school libraries against these school library standards.

B. that this be followed with a system of funding to enable all Saskatchewan school libraries to be professionally staffed and to adequately meet recommended Canadian School Library Standards.

C. that a "Scope and Sequence Chart" setting out a developmental program of library and study-skills from K to 12 be developed and posted in all school libraries for guidance of librarian and teacher.

D. that curricula, whenever feasible, be developed to be resource-centre oriented so that current materials in sufficient numbers may be added to the resource centre, in lieu of authorized textbooks, alleviating repeated purchases of textbooks which rapidly become out of print.

Respectfully submitted,
Swift Current Chapter
Superannuated Teachers,
Committee Members,
Ruby Cullender,
Ella Humphreys,
Winnie Koeller,
June Ruf,
Margaret Sillerud.

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SWIFT CURRENT SCHOOL DIVISION NO. 94
O.M. Irwin School
[illegible]

INTERDISCIPLINARY TEAM APPROACH

O.M. IRWIN SCHOOL

Principal: Brian Keegan
Vice Principal - Raymond Finlay

Grade Seven Team

Wayne Pusch
Jim Spencer
Loretta Sauer
Raymond Finlay

Grade Eight Teams

John Foster
Cornie Unger
Marg Koldingnes

Wayne Brown
Lynn Thomas
Keith McKibben

PREAMBLE

The interdisciplinary team approach was introduced as a pilot project at Irwin school in the fall of 1981. The target group was 90 students at the grade seven level who had just entered Division III.

The major impetus for the program came from the notion that there must be a better way to organize for instruction that would meet the needs of both teachers and students.

By initiating this program it was our intent to establish a staffing arrangement which would:

a) increase flexibility for scheduling and grouping
b) allow for helping arrangements
c) allow students to make a smoother transition into Division III schools
d) increase emphasis on basic skills
e) develop more consistency between teachers concerning student expectations
f) increase counseling services

To create this environment, a teaming approach was established whereby, a team of teachers would be responsible for the cognitive and affective development of a group of students. The interdisciplinary teams consist of four or three teachers working in the core subjects (English, mathematics, social studies and science). Each content area has a specialist, but all teachers are expected to assist in other areas of instruction. These teachers are responsible for a specific group of students.

The pilot project was evaluated in the spring of 1982. It was considered a success to such an extent that two - three person teams were formed in grade eight servicing 142 students

THE TEAM:

This is a team of teachers that plans for the cognitive and affective growth of a group or family of students.

TEAM FUNCTION

The function of the team is to:

- form a cohesive unit to meet the students need for a sense of belonging, identity and security
- to plan cooperatively and coordinate instruction
- to schedule learning activities flexibly within a block of time and regroup as student needs change
- to monitor student progress

FLEXIBLE SCHEDULING

Flexibility is achieved by planning for instruction during large blocks of time. The team can change that schedule as programs or student needs change. This allows the team to control their scheduling rather than the mosaic timetable controlling them.

SUPPORT

Helping arrangements can be established within the team which allow teachers to work with students requiring remediation, modification and enrichment. It is possible to group within the team in such a manner that allows some team members to instruct larger groups while other members work within small groups of students that require assistance or enrichment.

PLANNING

A two period planning session is provided for each team within our six day timetable. This has proved to be very valuable. During this time, team members discuss student progress, plan schedule changes, regroup students, meet with support staff (guidance, administration, social services), discuss teaching strategies, and inservice each other.

SKILL BUILDING

Time is devoted within the block for skill building. The intent is to build on skills and reinforce skills already introduced in the elementary school These are taught and practiced in skill periods, but are reinforced in the content areas. Some of the skills practiced are reading, listening, writing, notetaking, researching, computation etc.

ADVISEMENT

A counseling role has been established by the home room teacher. The intention is to establish a positive relationship with each student and their parents. Activities are conducted which are conducive to the affective development of the student. eg. discussion of school rules, career counseling, study habits etc.

INTERDISCIPLINARY APPROACH TO INSTRUCTION

Educators have frequently tried to show students the interrelationships between their subject and other disciplines. This has been difficult to accomplish due to the organizational structure of traditional junior high schools. The provision for team planning and block scheduling allows teachers the time to coordinate skills and content across subject areas.

Four levels of coordination are possible.

1. Application of skills across subjects
2. Team skill goals across subjects
3. Coordinate related topics in different subjects to complement each other
4. Coordinate two or more subjects around a unifying theme

A STAFF DEVELOPMENT MODEL

Teaching has been classified as the second most private act. The teaming approach lends itself to continual in-servicing of each other, a sharing of ideas and a maximum potential in problem solving.

The teaming process tends to develop teacher openness to new ideas through working with others who have had different experiences. The approach promotes change and growth within the individual teacher.

CONSISTENT APPROACH

Because of the opportunity to meet and plan together, teams of teachers will have a better opportunity to develop more consistent approaches toward classroom instruction and student discipline. The teams consciously develop strategies in planning sessions to affect behavioral changes in students. All teams have planned and set objectives towards this end.

CONCLUSION

At this point, the teaming approach to instruction has been deemed a successful project. The summative and evaluation conducted in the spring of 1982 indicated that teachers, students and parents recognized the program as a valuable method of organizing for instruction. With continued experience, it is expected that both grade seven and eight teams will continue to grow within the approach.

TEACHER:

GRADE: 8 A

TIME		FIRST DAY	SECOND DAY	THIRD DAY	FOURTH DAY	FIFTH DAY	SIXTH DAY	
	1	SCIENCE	"B"	FRENCH	"B"	ART	"B"	1
	2	FRENCH	"B"	"B"	"B"	FRENCH	"B"	2
	3	"B"	"B"	"B"	"B"	"B"	"B"	3
	4	"B"	SCIENCE	"B"	SCIENCE	"B"	P.E.	4
	5	"B"	MUSIC	"B"	MUSIC	"B"	P.E.	5
	6	MUSIC	SCIENCE	"B"	I.A.	"B"	I.A.	6
	7	P.E.	I.A.	P.E.	I.A.	"B"	FRENCH	7
	8	P.E.	I.A.	P.E.	ART	SCIENCE	SCIENCE	8

"B" - BLOCK - Mr. Foster
Mrs. Koldingnes
Mr. Unger

French - Miss Gosselin/Mrs. Kushner

Science - Mr. Niessen

Music - Ms. Switzer

Phys. Ed - Miss Flynn
Mr. Meyers

Art - Mr. McKibben

I.A. - Mr. Lake

H. Ec. - Mrs. Waker

ISSUES IN EDUCATION

My comments are my own and do not necessarily reflect opinions of my colleagues.

As an educator, I am concerned that significant concept in curriculum, vital approaches to instruction and effective evaluation procedures will be over-looked in the exhausting flood of recommendations that will beset the committee. With the comprehensive mandate given the committee there is a fear of over-generalization.

Vital concerns to which I feel attention is needed are related to Geography. Geography is an interdisciplinary subject incorporating facets of history, anthropology, economics and all other social sciences. Too little attention is paid in Division III and IV on this subject area. The Social Studies courses at these levels are more History per se than they are interdisciplinary. They should be geography oriented in all the aspects of geography and therefore all social sciences would be represented.

Geography is a course in which patterns of man-land relationships are analysed. It is a wholistic approach in which the historical,physical, political, cultural and economic reasons for any given phenomena or patterns of development are examined.

It is only in this way that we can truly comprehend the nature of our development as Saskatchewanians and Canadians. This leads to the next concern which is one of approach rather than specific content.

Multiculturalism is an attitude prominent in Saskatchewan as well as in Canada as a whole. This concept needs more emphasis in our future education. Immigration and settlement is an on-going feature in our society. We should continue the teaching of our settlement history but should not allow ourselves to loose sight of the fact that new settlers are continually arriving either by choice or as refugees. Furthermore, the contributions toward the common good of all by each culture must be present in the various school courses such as the arts, and the social sciences. This collective concept will foster co-operation and congeniality amongst the present and future populations, which is the foundation of sound citizenship.

Wholistic approaches must be incorporated in curriculum and instruction for without a vision of the whole the pieces are virtually meaningless.

To conclude then, it is my sincere desire that the committee consult with geographers and cultural experts as well as leaders in the wholistic education techniques in an effort to establish a more meaningful curriculum. With this our students will grow to understand better than ever what is significant about being a Saskatchewanian and a Canadian.

George L. Hall

Feb. 17

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30.

A BRIEF SUBMITTED TO THE DEPARTMENT OF EDUCATION REGARDING CURRICULUM RENEWAL IN THE AREA OF HIGH SCHOOL ENGLISH

SUBMITTED BY:
LEON KOLDINGNES
PHYLLIS NAKONECHNY

SWIFT CURRENT COMPREHENSIVE
HIGH SCHOOL

FEBRUARY 17TH, 1983

INTEGRATION

We support the integrated approach as opposed to the split literature/composition approach for academic English courses.

EVALUATION

We support the autonomy of the accredited classroom teacher and oppose any return to departmental examinations.

COMPULSORY COURSE REQUIREMENTS

1. Given the fact that some students registering in high school have not learned the necessary prerequisite skills (for example, it is possible for a student to register in Grade 10 English even though he has not passed an English class in the last three years) and
2. Given the fact that some students do not have the goal to attend university or technical institutions upon graduation and
3. Given the fact that these students (as in 1 and 2) are being asked to work at frustration levels in academic English classes in order to graduate, we submit that the department should establish a one credit English Communications course at least at the 20 and 30 levels to take the place of the current compulsory two credit academic courses. This need is already recognized in the area of the maths.

For example, those students who are university bound stream themselves into Algebra 20 and 30 classes early in their high school careers. Others are free to choose Math 20 or 30 to fulfill their graduation requirements. This need should be recognized in the area of English as well.

Presently the department recognizes modified English 11, 21, and 31, but there are no curriculum guides for these courses. It might be added that these courses are currently watered-down academic courses with the same goals, but courses which move at a slower pace. We suggest that department-curricula be developed for communications classes.

Recently there has been a demand by parents and the public at large for a "back to the basics" approach to teaching. Particularly in the area of English it is being implied that teachers are not doing their job. Various examples of graduating students' deficiencies in being able to read, write, speak, spell and listen have been brought to the attention of the media. We believe that most high school teachers are genuinely concerned with the students' progress in these areas and would like to be able to address these deficiencies. However, the existing courses in English are not designed to do this. Rather they stress a sophisticated study of literature (Chaucer, Shakespeare, the Romantics, etc.) and an in depth analysis of literary styles. As well, the courses aim to raise the level of student writing to include such sophisticated techniques as paradox, antithesis, parallelism, balance, allusion, analogy, irony, satire, etc.

This type of course adequately accommodates those students who are university bound; it does not meet all the needs of the average student who intends to enter the work force or pursue a career in the trades. That particular student requires a COMMUNICATIONS course which at present does not exist; a course which will realistically prepare him to listen, to read, to speak, and to write at a level which the public recognizes as acceptable. The establishment of such a course would allow teachers to accomplish these goals while at the same time satisfy current public demand.

ACADEMIC COURSE MATERIALS

It is our opinion that some of the course materials presently listed in the curriculum guide are weak because they do not lend themselves to the themes. Other themes are grossly deficient in selections. We recognize that this situation is partly a result of the fact that the materials listed were selected from existing available texts.

To illustrate, within the theme of Childhood in English 20 such poems and stories as follows are listed:

Poetry

"A Boy in Church"
"The Key of the Kingdom"
"Piping Down the Valleys Wild"
"The Lamb"

Stories

"Thus I Refute Beelzy"
"After You My Dear Alphonse"
"The Open Window"

These poems and stories offer very little if any challenge to the grade eleven student.

Sixteen of twenty-seven poems in the Old Age section were taken from A Book of Good Poems.

Nineteen of twenty-eight poems in the Maturity section were taken from A Book of Good Poems.

In English 20 Old Age section - only one essay available, "The Importance of Loafing".
In English 30 Ironic Mode - one British essay, "A Modest Proposal".
In English 30 Philosophic Mode - one American short story, "The Portable Phonograph".

To further illustrate, within the English 30 course, there are serious deficiencies in the available Canadian selections:

1. No philosophic mode novels.
2. No philosophic mode short stories.
3. No tragic mode essays.
4. Only one play, The Trial of Louis Riel.

On this basis we submit that the department effect the development and publication of suitable textbooks containing a collection of poems, essays and short stories designed thematically at the 10 and 20 levels and historically-nationally at the 30 level.

As it stands presently, it is almost prohibitive for many schools to purchase the number of necessary texts required to cover any course with a variety of selections. The department recognizes the advantage of having one or perhaps two texts in other areas, for example Math, History, Science. It is time this need was also recognized in the area of English.

It is our bias that there exists a wealth of English teachers presently employed in Saskatchewan high schools (ourselves included) who would consider taking a leave of absence from the classroom in order to work towards this goal.

Alternative High School Model 143

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BRIEF SUBMITTED TO THE "CURRICULUM AND INSTRUCTION REVIEW" PUBLIC MEETING

SWIFT CURRENT, FEBRUARY 17, 1983

by CLIFF JANTZEN

52 McDonald Cres.
S9H 3Z1

First of all, let me commend the Minister and the Department of Education for providing the opportunity for a comprehensive review of public education, K to 12, in Saskatchewan. I welcome this opportunity to express my point of view during these public hearings.

There is very much in public education that is praiseworthy, particularly at the elementary level. For the most part, the public supports the concept of delegating a significant portion of a person's life to professionals for the instruction of the skills and concepts we now know as our program of studies. It is generally agreed that while education is becoming very expensive, the option of ignorance would likely cost our society considerably more

I would like to challenge the Committee to consider what I regard as a basic problem that has resulted from the delegation, by society to a body of professionals, the task of preparing children for adult roles in society. It appears to me that public education has become institutionalized; that we professionals have taken ownership of both the process and the content, and that parents and their children have lost the sense of practicality that ought to be the cornerstone of the entire exercise. Probably the most evident symptom of this unfortunate development is the perception of irrelevance which so many Division III and IV students hold toward their education. To take this perception of educational irrelevance one step further, let me ask you to reflect on the significance of a Grade 12 Graduation ceremony. There are speeches, awards, new clothes, a banquet, all-night parties, and some spray paint on a building, denoting the year to be remembered. But what is the message in this celebration that would reflect on 12 years of school experience? What goals have been achieved? How have we prepared the young people for adulthood? What can we conclude about a graduate's readiness to live a full and independent life, to direct his own growth, to contribute to society, and to deal with issues that will confront him/her in an uncertain future?

In summary, is there a model that could be considered in redesigning junior and senior high schools which would make education more relevant to society's expectations, which would address more specifically the preparation for responsible adulthood, so that a graduation ceremony could indeed be the joyous celebration of a meaningful goal achievement, the attainment of the necessary transitional skills for adolescents in our post-industrial society. I believe there is such an alternative model, and I ask the Committee to examine this model in the accompanying document called "WALKABOUT".

WALKABOUT is "an experience-based alternative model for secondary schooling", first proposed during the 1970's by Phi Delta Kappa's Task Force on Compulsory Education and Transitions for Youth.

It is designed to bring schools into a closer working relationship with other social institutions in order to provide students with experiences that "emphasize the emerging realities of adult life". It is designed to help youth to "develop the skills, attitudes, and values characteristic of responsible adulthood. The model is conducted in three phases: (1) Pre-Walkabout - in which a variety of life skills are developed; (2) Walkabout experience, in which a series of challenges - intense personalized activities - impel the student to demonstrate attainment of these skills, and (3) Post-Walkabout, comprised of several school/community activities in which the students' accomplishments are recognized and adulthood acknowledged.

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WALKABOUT

Exploring New Paths to Adulthood

Walkabout is an experience-based alternative model for secondary schooling proposed by Phi Delta Kappa's Task Force on Compulsory Education and Transitions for Youth.

The Walkabout Concept: An Introduction

New Paths to Adulthood: A Crucial Need

The crucial task facing secondary education, and perhaps all of public schooling in Western societies, is to promote the successful transition of youth from childhood and schooling to adulthood and community life. In an age when the demands of transition from adolescence to adulthood are emerging earlier and are growing increasingly complex, evidence abounds to indicate that secondary schools are becoming less and less effective in providing transitional skills for adolescents in our postindustrial society.

That schooling is not effective as a mode of transition to adulthood for many youths is evidenced by the following conditions:

1. Learning is often discontinuous and fragmented. How it relates to other dimensions of life is often left obscure, or, indeed, proves to have little relevance for real-life situations.

2. Alienation of secondary students from institutional life – including the processes through which community values and priorities are set – manifests itself in the form of hostility, violence, despair, and drug abuse. Furthermore, increased budgets, new physical plants, and cosmetic changes in curriculum have done little to reduce this alienation.

3. High school students are isolated from people of other ages, from participation in activities of community life *as adults*, and from meaningful work experiences.

4. Many aspects of secondary school life are inappropriate as transitional experiences for young adults. In fact, many school experiences tend to prolong adolescence.

5. In most high schools, students make few decisions of any importance and receive no training in the processes of decision making – despite the fact that success in life depends on one's ability to make appropriate choices.

6. Students are maturing physically as much as two and one-half years earlier than 100 years ago and achieve their legal majority much earlier as well. Intellectually and psychologically, students also mature much earlier than just a few decades ago. Schools have done little to accommodate these changed rates of maturation.

7. High school students often develop adult attitudes and expectations – and are affected by adult social stimuli – but are not provided adequate adult contexts in which to express them.

8. Most adolescents lack a sense of worth because the "work" given them is simulated and results in little sense of personal accomplishment or community service.

9. Too many adolescents are information-rich but experience-poor.

10. High school students often lack a sense of identity based on competence, responsibility, and independence. They are taught *about* these adult characteristics but are seldom given opportunities for developing them .

11. Large consolidated schools have inadequate curriculum or methodological means for recognizing individual needs or personality differences.

12. Activities in school do not relate adequately to the real world away from school, a world which these young people will shortly be asked to enter as adults.

13. A general curriculum geared to college preparation is unsuitable for a majority of secondary school students. A majority of high school students *do not* go to college.

14. Twelfth-graders are often afflicted with "senioritis," characterized by fuzzy goals, lethargy, aimlessness, indecision, anxiety, and frustration. These youths face the time for school-leaving without assurances that they will be prepared for, or accepted by, the "world out there."

The thought will seem strange at first, but the aborigines of Australia might have a redeeming educational lesson for secondary schooling in our postindustrial, computerized society. They identify the transition from youth to adulthood through the development and demonstration of adult survival skills.

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The Term 'Walkabout'

In Australia the walkabout is a rite of passage from adolescence to adulthood. It has been practiced for centuries by the aborigines who inhabit the semidesert wilderness of Australia's outback. Through the ritual of walkabout, 16-year-old boys are initiated into their tribes as adults.

The walkabout is a period of testing under real-life conditions. In addition to demonstrating the basic skills essential to participating in his community, the initiate knows that his identity as an adult will depend in large measure on the manner in which he publicly demonstrates patience, courage, self-confidence, pride, and a sense of worthy accomplishment.

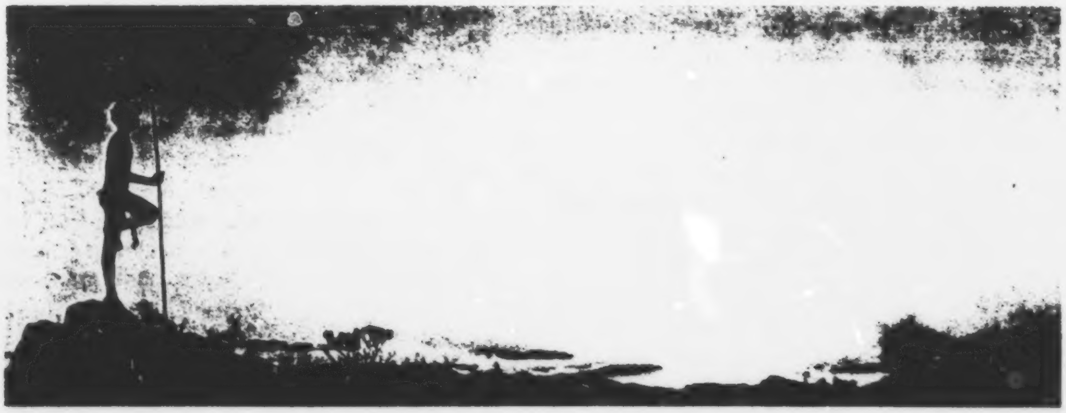
The initiate also knows that during his walkabout every decision and every action will have a demonstrable consequence for which he alone is responsible.

Although the ritual is both long and rigorous, the aborigine boy does not approach his walkabout unprepared. Throughout childhood he has learned by observing and imitating those of his tribe who are the highly skilled. Well before his sixteenth year he has been a participant in the community. He has been included as a learner when the tasks of tribal welfare were carried out. He has known from early childhood that the success of his walkabout, as well as his place in the tribe after the walkabout, depend on how well he develops the skills and attitudes of a responsible adult.

When the 16-year-old aborigine boy completes his walkabout, he will have demonstrated to himself, and to the expectant members of his community, that he is ready to assume the responsibilities and enjoy the perquisites of adulthood – including marriage and family life, ownership of property, social status, etc. His identity as an adult has been assured. His people are proud and hopeful. They know that they must rely on him; he represents their hope for the future. The mood in the community is one of festivity and celebration. The recognition that a boy has become an adult is worth celebrating.

Our use of the term "Walkabout" is *symbolic* of an effective transition from youth to adulthood. The reader should not infer that we advocate the literal adoption of specific practices from the Australian rite of passage for the education of North American youth.

Aborigine girls, for example, are excluded from participating in walkabout altogether. The exclusion based on sex reflects *their* cultural values; it does not, of course, reflect ours. We are committed to the ideal of effective transitions to adulthood for all our youth – without regard to sex, race, religion, socioeconomic status, or prior achievement level.



Phi Delta Kappa's Proposal for A North American Walkabout

We on Phi Delta Kappa's Task Force on Compulsory Education and Transitions for Youth are convinced that an *analogous adaptation* of the aborigine walkabout – a North American Walkabout – can be a very useful model to guide us in redesigning our own ill-defined rites of passage to adulthood. (The term "Walkabout" will be capitalized hereafter to denote a specific educational concept.)

Without adopting any of the specific practices from the Australian model, our secondary schools – in a closer working relationship with other social institutions in the community – can provide youth with experiences that emphasize the emerging realities of adult life. Our schools can adopt educational practices which help youth to develop the skills, attitudes, and values characteristic of responsible adulthood.

The American Walkabout helps to focus the activities of secondary schooling. It does so by demonstrating the relationship between education and action. It infuses the learning process with an intensity that is too often lacking in contemporary secondary schools. The Walkabout provides youth with an opportunity to prove what they can do. It constitutes a profound maturing experience. Through interaction with both older adults and young children, the Walkabout enriches the relationship between school and community.

The Walkabout we propose is conducted in three phases: 1) **Pre-Walkabout**, in which a variety of survival skills are developed, 2) **Walkabout**, in which a series of challenges – intense, personalized activities – impel the student to demonstrate characteristics of adulthood, and 3) **Post-Walkabout**, comprised of several school/community activities in which the students' accomplishments are recognized and adulthood acknowledged.

Walkabout provides youth an opportunity to prove what they can do as emergent adults.

Pre-Walkabout: Learning To Survive

Walkabout is a learning concept which stresses the importance of cognitive and performative skills, self-initiative, personal responsibility, confidence, and demonstrable accomplishment. In its initial phase, Walkabout is a forward-to-the-basics approach to secondary education. Two questions are central: What are the basic competencies that an adolescent will have to develop in order to cope with the responsibilities of adulthood in our technological society? What educational practices are most effective for developing these competencies?

We cannot be expected to anticipate all the conditions of a technological society in flux, nor to know what social/political/economic demands will be made on individuals in the coming years. But the need for certain minimum levels of adult performance is safe to assume; there are competencies without which survival as a responsible citizen is doubtful. As an institution whose mission is to teach basic educational skills, the American high school ought to insure at least survival competencies – for every student. High schools will, of course, be able to do much more than performance-based instruction, but they must not do less.

The schematic representation which follows is suggestive as a survival curriculum and represents areas of competence around which several states have already structured graduation requirements. The process of acquiring competencies in these areas constitutes the survival phase of Walkabout.

(This proposal anticipates that each school district will adapt a "survival curriculum" based on its unique student population, community resources, and professional competencies.)

Basic Survival Skills

Personal Skills

A

1. maintain physical and mental health
2. strengthen personality
3. develop principles for making moral choices
4. develop interpersonal relationships
5. develop intergroup relations

Example for A-1:	The student will follow Red Cross first aid procedures for victims simulating 1) heart attack, 2) severe external bleeding, 3) electric shock, 4) drowning, 5) fracture of a limb, and 6) internal poisoning.
Example for A-3:	The student will discuss orally or in writing the *differences* between at least three of his or her values and those of another person, group, or institution in the community, and will justify his or her convictions on *moral* grounds.
Example for A-4:	Solely on his or her initiative, the student will get to know at least four strangers who represent a different 1) age group, 2) race or ethnic background, 3) religion, and 4) socioeconomic background.

Lifelong Learning Skills

B

1. read
2. write
3. compute
4. memorize
5. analyze/interpret
6. converse/listen
7. identify/assimilate

Example for B-1:	Select and read a major article from the front page of a daily newspaper, and within 15 minutes use the article to correctly answer four out of five factual questions.
Example for B-2:	Write a business letter, a personal resume, a short story, and a set of directions to a location at least 10 miles away.
Example for B-7:	The student will draw up a list of 10 natural resources, cite examples of their use in contemporary society, and categorize each as renewable or nonrenewable.

Consumer Skills

C

1. evaluate quantity and quality of goods
2. use consumer assistance agencies
3. understand tax exemptions
4. understand provisions of standard insurance policies
5. compute interest rates
6. understand basic legal documents (e.g., contracts, warranties, bills of sale)

Example for C-4:	Identify at least three major provisions (benefits) and three major conditions (stipulations, exclusions) of a standard homeowner's, medical care, and life insurance policy.
Example for C-5:	Given a Master Charge sales ticket for the purchase of a major home appliance, and the annual interest rate, the student will accurately compute the interest charge for the first month's installment payment.
Example for C-6:	Read a standard apartment rental agreement and cite at least three conditions which both landlord and renter must fulfill.

Citizenship Skills

D

1. contribute to community activities
2. influence political affairs
3. locate community resources
4. cope with bureaucracies
5. identify with community, state, and national issues
6. understand basic principles of economic and governmental operations

Example for D-5:	Cite the requirements for voter registration (or present one's voter registration card); discuss at least two current political issues from local, state, and national scenes; identify at least three candidates for public office; and properly mark a sample ballot.
Example for D-6:	Identify at least three major industries/services that support the economic base of the home state; discuss at least two strengths and two weaknesses in each.

Career Skills

E

1. analyze employment trends
2. plan for a career/vocation
3. understand the processes of production and consumption
4. prepare job application forms
5. develop effective interviewing techniques
6. understand the meaning of "inflation" and "wage"
7. understand payroll deductions

Example for E-4:	Write a letter of application in response to a newspaper advertisement; fill out an application form; and participate in a real or simulated job interview.
Example for E-7:	Given a paycheck stub, the student will identify and distinguish between five standard payroll deductions and identify the net pay as spendable income.

Leisure-Time Skills

F

1. develop avocational skills (nonsport hobbies)
2. acquire geographical, historical, ethnic perspectives
3. create something
4. enhance aesthetic appreciation
5. develop recreational skills (sports)

Example for F-2:	Prepare a plan for traveling in the United States (taking into account some of the major features of at least eight states in various regions of the nation); describe at least three social/cultural similarities and three social/cultural differences between oneself and others who would likely be encountered on a cross-country trip; discuss several historical, economic, geographical, or ethnic conditions that have affected the differences.
Example for F-5:	The student will demonstrate skills in two sports that can be followed as an adult. They should be single or two-person sports.

Family Skills

G

1. understand legal and social responsibilities of parenting
2. plan for long-range economic security
3. learn to deal with family crises (e.g., divorce, illness, death, etc.)
4. develop family activities
5. understand family planning

Example for G-1:	Identify five *legal* responsibilities that parents have to children. Discuss each. Identify five *social* responsibilities that parents have to their children. Discuss each.
Example for G-3:	The student will cite the current legal grounds for divorce within the home state, and discuss at least three negative consequences of divorce. Plan a hospital stay of at least 10 days – requiring surgery and the participation of three doctors – then outline a plan for paying the costs and making up lost income. Plan a funeral.

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Process for Pre-Walkabout

Basic survival skills outlined on the preceding pages represent program content. Of equal importance to the overall effectiveness of transition to adulthood is the process through which students become lifelong learners. The ability to acquire additional skills throughout life is crucial to surviving. In the development of a Walkabout program, it is important to remember that an effective process should not be subordinate to specific content.

Implementation of Pre-Walkabout should include at least the following steps:

1. Identify a set of competencies necessary for the transition from youth to adulthood.

- No set number of skills is required, of course, but avoid setting up too many. Two-hundred would be too many; 20 to 40 are about right.
- Lists from other school systems may be helpful, but each community, or school system, should formulate a set of competencies that are particularly suitable to its unique conditions.
- The identification of survival skills ought to be a community-wide undertaking. Parents, students, teachers, and interested members from the community at large ought to plan the Pre-Walkabout survival skills.

2. Develop a process which enables students to achieve the skills you've identified.

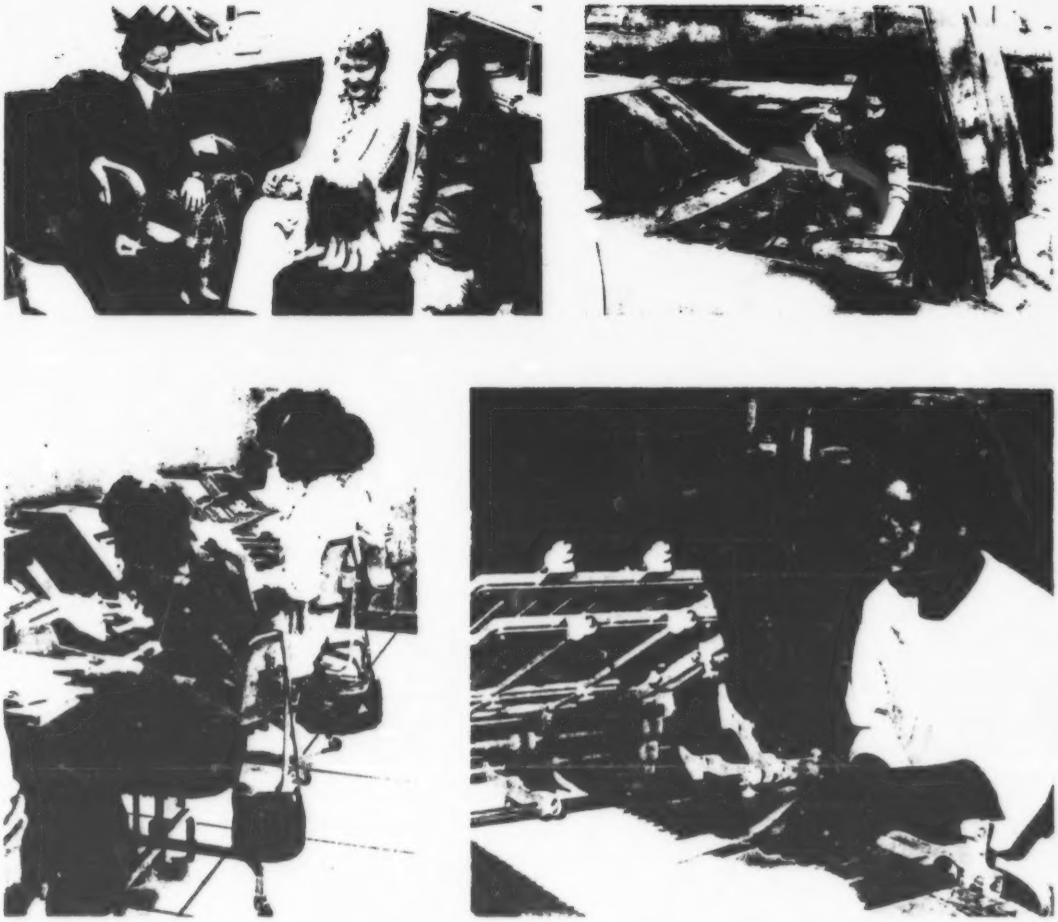
- The achievement of a competency and the acceptable evidence of the achievement should be decided by the school *in consultation with students and their parents.*
- Design a sequence of experiences that will help students understand what is required of them, and will also help each student to develop the survival competencies.
- Pre-Walkabout experiences should occur in both the home and community as well as in the classroom.

3. Establish workable management procedures.

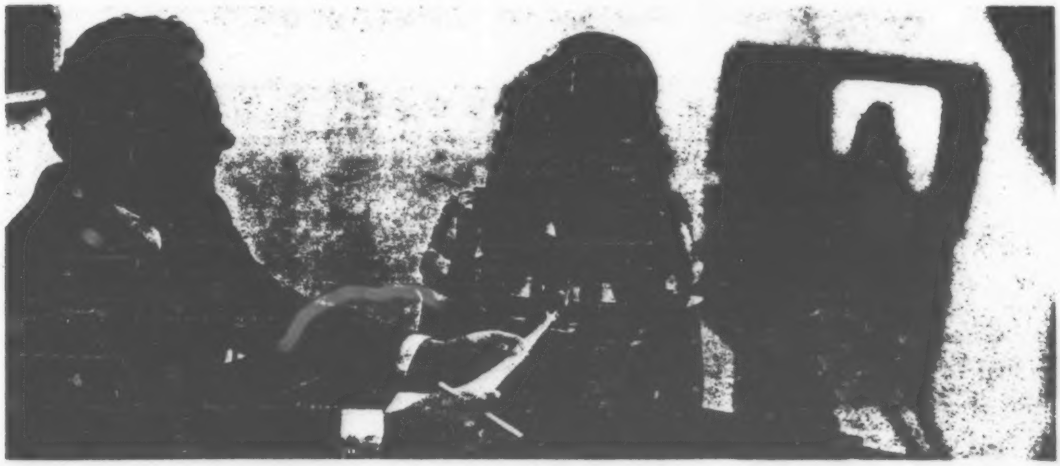
- Allow students to demonstrate achievement of competency at any time, with or without prior training.
- Records of achievement should be kept both by the school and the student.
- Encourage members of the community to help with Pre-Walkabout activities, and permit them to certify that a student has mastered a particular skill.
- In some cases, students will view their enabling experiences as just another series of school events – i.e., activities with learning outcomes they do not perceive. Therefore, students should be helped to see how their past experiences relate to the achievement of particular skills, and how planned community experiences will contribute to mastery of the skills.
- Pre-Walkabout experiences should be completed before Walkabout challenges are attempted.

Are the Pre-Walkabout survival skills recommended here similar to the competency-based graduation requirements being implemented in several states?

Yes, with respect to general intent. However, it is our understanding that many of the states now developing competency-based graduation requirements plan to determine levels of competency through standardized written tests. We do not recommend such a method of evaluation. Pre-Walkabout skills are to be demonstrated through *performance of the activity in settings that are as close to the reality of adult responsibility as possible.*



In Walkabout students acquire basic skills under real-life conditions.



Walkabout: Meeting the Challenge

Program Content

The Walkabout is a series of summit experiences marking the transition from youth and schooling to adulthood and community life. Walkabout requires the student to select, plan, and perform challenging activities which reflect adult skills and responsibilities. An activity is challenging to a student when it requires him or her to commit personal capacities, energies, and resources to limits not previously reached.

The Walkabout may include any number of challenge areas. Seven are suggested here, but local schools may desire to add or subtract from this list. For instance, "futurism" or "utilizing governmental agencies" are other areas that could be added.

The activities selected to meet the challenge areas should reflect personal choices, not assignments. They arise from the unique interests and imagination of each student. As a personal challenge, Walkabout is designed to maximize individual effort and accomplishment, because the challenge activities are structured around each student's particular cognitive achievements, talents, personality, interests, skills, and aspirations.

Completion of at least one project in each of the challenge areas constitutes a successful Walkabout. The challenge areas recommended here are: logical inquiry and research, creativity, volunteer service, adventure, practical skills, the world of work, and cognitive development.

Logical Inquiry

identify, use, and evaluate a variety of resources to systematically gain information which is useful to the student (investigation, research)

Creativity

explore, cultivate, and express one's own imagination artistically

Volunteer Service	identify a human need for assistance and provide it; show evidence of responsibility to the community through voluntary action
Adventure	display courage, endurance, and coping skills in an unfamiliar environment
Practical Skills	develop proficiency in a skill for which the student was formerly dependent on others
World of Work	develop a marketable skill (through career exploration, on-the-job training, internship, etc.) that could lead to sustained employment
Cognitive Development	show evidence of an independent, in-depth study in one of the academic disciplines

(Examples of appropriate activities for each challenge area are listed on the next page.)

Examples of Challenge Activities

Implicit throughout this statement is our belief that the process in Walkabout is more valuable than the particular content. We are not, therefore, stipulating any "required projects" that we think are essential to Walkabout.

The list which follows represents projects which some students have done to meet their Walkabout challenges. We hope the list will serve two functions: 1) help the reader to better understand what we mean by "challenge activity," and 2) start students and their advisory committees thinking about possible challenges within their own unique circumstances.

LOGICAL INQUIRY	research a case at the law library; interview victims of crime; conduct research on social/political/religious groups; follow a bill through Congress or state legislature; conduct an environmental impact study; take a public poll; etc.
CREATIVITY	participate in a talent show; learn photography or film making; work with a disc jockey on radio; produce a work of creative writing – e.g., a poem, short story, or play; learn pottery; write a song; learn to play a musical instrument; develop hybrid flowers; etc.
VOLUNTEER SERVICE	entertain at a nursing home; coach an elementary basketball team; help physical therapist with crippled children; conduct a neighborhood clean-up campaign; tutor; teach a sunday school class; work in recycling project; etc.
ADVENTURE	travel alone; camp/canoe/backpack in a wilderness area; shadow a social worker at a mental hospital; live for a week with a city/rural family; ride with a canine patrol officer, etc.
PRACTICAL SKILLS	tune an automobile engine; grow a garden; remodel a room; refinish antique furniture; take a life-saving course at the Red Cross; learn to cook; fill out family income tax forms; etc.
WORLD OF WORK	intern with a lawyer; obtain a part-time job; serve as a teacher's aide; intern at hospital/clinic/doctor's office; conduct a community survey on unemployment; develop a marketable skill; etc.
COGNITIVE DEVELOPMENT	improve descriptive writing skills; learn to program a computer; work on school publications; locate rare documents in the state archives; conduct a genealogy search; do an independent study in physics, history, government, biology, etc.

SOLID GOLD

Process in Walkabout

Whereas Pre-Walkabout competencies are specified by the school, in consultation with members of the community, Walkabout challenges are determined by the student and approved/evaluated by his or her committee.

Planning Committee: The student selects a planning committee composed of a parent, a teacher, a fellow student, and a member of the community who has expertise in one of the areas proposed for study.

Challenge Area Contracts: The student, in consultation with the planning committee, writes a contract for each of the challenges. The contract contains the following:

a) a description of the challenge and level of achievement to be attempted;

b) a list of the activities that will prepare the student to meet the challenge;

c) an outline of the activities and a timetable for completing them; and

d) a proposal for demonstrating accomplishment.

Evaluation: Criteria for evaluating the activities – both during the challenge project and upon its completion – are to be worked out in advance by the student and his or her advisory committee.

Recognition: Recognition ceremonies should be planned in such a way that students will have an opportunity to demonstrate the degree of excellence they have achieved in each of the challenge areas.

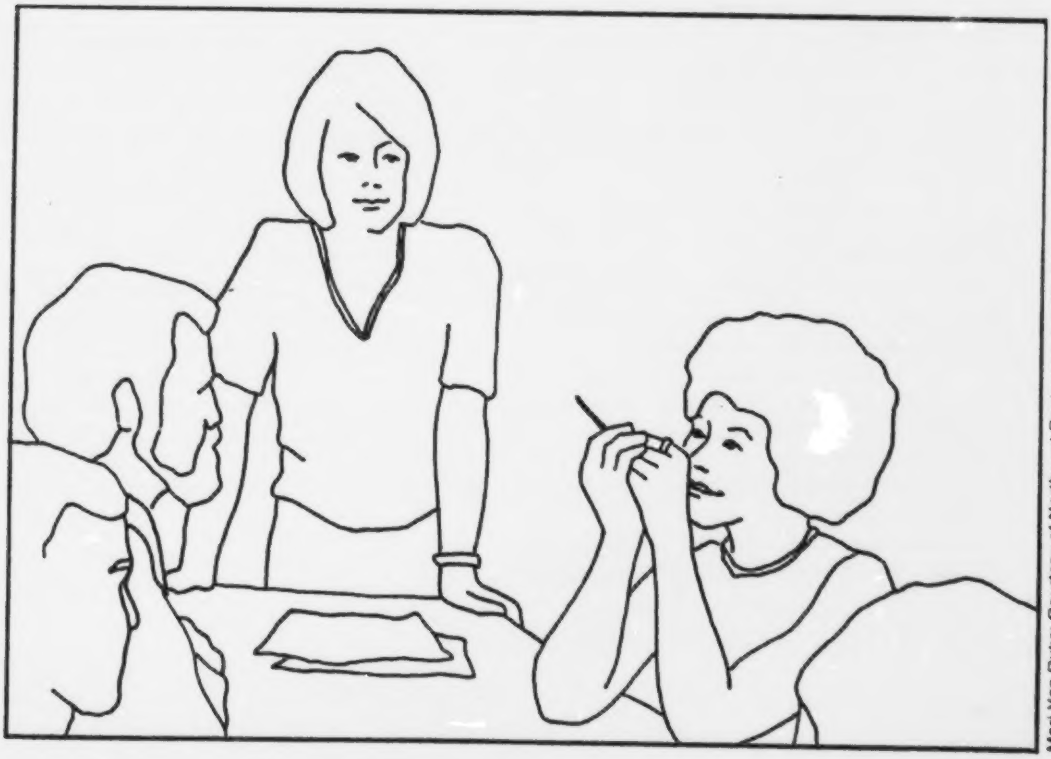
Post-Walkabout: Honoring Adulthood

Recognition of passage from adolescence to adulthood requires more than a ceremony in which diplomas are conferred *en masse*.

Walkabout students may wish to make a presentation of their accomplishments to a gathering of peers, teachers, parents, and other members of the community. Each student is given the opportunity to demonstrate unique accomplishments in his or her own way. Through these activities, each student also demonstrates accountability.

The celebration of transition to adulthood could take a variety of forms. The ceremonies are varied according to family tastes and imagination, but in each celebration the graduate is the center of the occasion. Parents and guests respond to the graduate's presentation. Teachers drop by to add their comments and congratulations. The graduate talks about his or her achievements, sharing some of the joys and admitting the frustrations.

To conclude, there should be a joint family/school/community celebration to which all are invited. The demonstration of adulthood merits such a community celebration.



Mari Van Dyke: Courtesy of Northwest Regional Educational Laboratory

Basic Elements of a Walkabout Program

We wish our position to be as clear as possible regarding implementation of the Walkabout concept. We believe strongly that the most effective and desirable program for young people will incorporate all of the following elements and necessary conditions. Some schools may choose to develop programs which only partially adhere to these standards, diminishing both the spirit and effectiveness of Walkabout. To avoid confusion about the implications of the Walkabout concept, we respectfully request them not to use the term "Walkabout" to describe their programs.

1. Projects representing the challenge areas are to be *initiated by the student* in consultation with his or her advisory committee. Members of the advisory committee should be chosen by the student and should include at least one teacher, a parent or guardian, a fellow student, and in some cases a resource person from the community. When the student and his or her advisory committee agree on the challenge activities, the plan is confirmed in a formal agreement.

2. Each challenge project is *experiential*, and the experiences will involve real-life encounters both in school and in the community. (Vicarious participation does not fit the spirit of Walkabout challenge.)

3. In each project students will challenge themselves to attain a level of performance that they were not capable of in the beginning. This is known as *extension of capability*. Personal limitations serve as barriers to be broken through, obstacles to be scaled. Previous failures can become the basis for a new challenge. Normal frustrations and creative tensions are valuable to the Walkabout – when handled with rational maturity.

4. The Walkabout challenge contains an element of *risk*.

5. Learning experiences in a challenge project are *intense*. The intensity derives from compressed time, interest, concentration, and effort focused on a singular goal. (Those involved should expect that students will often give priority to Walkabout activities.)

Each Walkabout project is designed to bring the student into confrontation with himself or herself – that is, personal sensitivities, values and priorities, adaptability to new and unfamiliar situations, and the ability to summon courage in the face of adversity. In other words, both the student's personality and skills are being tested in situations that have real-life consequences.

6. Each challenge project requires the student to spend a significant amount of time ("significant" will be determined by the advisory committee) in *out-of-school activities* at appropriate field sites.

7. Depending on the particular project, the Walkabout student will *interact with persons outside his or her age group*. For example, some activities are especially suited to involvement with children; others may be conducted with senior citizens.

8. There is a *balance* between those challenges that students work on individually and those that call for cooperative group effort.

9. A part of each student's preparation for challenge requires him or her to identify the personal, interpersonal, technical, and cognitive skills needed to complete the project. *Preplanning* is essential.

10. While each challenge project should be carefully planned, there will always be *instances of the unexpected*, "life's happy accidents." The value of these discoveries will vary with the perceptive ability of each student, and the advisory committee should be alert to recognize these new opportunities and to help the student exploit them to their fullest potential.

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Necessary Conditions for Operating a Walkabout Program

1. **Equal Opportunity for Participation**: No high school student will be denied the opportunity to participate in Walkabout because of sex, race, religion, socioeconomic status, or achievement level. Conversely, no student will be assigned, compelled, or otherwise coerced to do a Walkabout.

2. **Identification and Development of Competency**: The program will be designed to assist all students to identify and develop the unique ways in which they can become most successful. Students will not be restricted in the range or kinds of challenge projects they undertake because of sex, race, religion, socioeconomic status, etc.

3. **Appropriate Program Evaluation**: The basic goals of the program will be articulated from the beginning. Evaluations of the program will be designed to assess the unique accomplishments in the Walkabout program. (Standardized criteria used to evaluate traditional instruction in comprehensive high schools is generally not appropriate.)

4. **Community Involvement**: Since a significant portion of Walkabout activities take place in the larger community away from school, it is essential that parents, staff, and people in the community lend their support to Walkabout. Representatives of the community ought to be directly involved in the design of the program from the beginning.

5. **School System Support**: The school system in which the Walkabout is planned will have to provide full support to the program, particularly through the early stages of trial and development. It is also essential that the school's commitment be flexible with respect to the practices in a Walkabout program, such as individualized learning, out-of-school activities, flexible teacher scheduling, travel, etc.

6. **Operational Budget**: Once the costs of establishing the program have been met, it should function as part of the base budget of the school system.

7. **Staffing**: The success or failure of a Walkabout program will hinge on the "quality" of its staff. State teacher certification alone will not insure suitability. Teachers in the Walkabout program will work closely in a give and take situation with individual students over extended periods – often traveling with the students, eating with them, visiting in their homes, listening to personal problems, sharing both successes and failures. They must have an intense interest in both learning and teaching; they must enjoy being with students.

The Walkabout assignment, whenever possible, should be voluntary.

Walkabout teachers may be found among those who have had special training in alternative or nontraditional teaching, those who have guided independent studies, some of the more imaginative teachers from the comprehensive high school classes, or persons in the community who have specially recognized interests and expertise who can serve as seminar leaders, resource people, or part-time advisors.

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Some General Questions

Who is Walkabout for?

Walkabout challenges can be developed by and for young women and men representing the broad spectrum of the American high school. The handicapped, gifted, alienated, economically disadvantaged, members of ethnic or racial minorities, students from rural, urban, and suburban communities all can find Walkabout stimulating and enriching.

At what age do North American students do their Walkabout?

A Walkabout is cumulative. The areas of competence around which several states have already structured graduation requirements provide the Pre-Walkabout survival skills which youth need to successfully accomplish the Walkabout itself. Thus all of the secondary school years are appropriate for Walkabout activities.

Does Walkabout take the place of the regular curriculum?

Since Walkabout is an optional program, it replaces the traditional classroom approach only for those who elect this option. For these students academic courses and Walkabout challenges can be integrated through individualized course contracting. Many students should be able to devote full time to Walkabout – namely those who arrive at the senior year of high school lacking only one Carnegie Unit for graduation. They could probably find no better way to utilize their senior year than engaging in self-directed learning.

Are credits given for Walkabout activities?

Not normally. There will often be instances, however, when a challenge project and formal coursework overlap or are juxtaposed. Logical inquiry and biology, for example, may be juxtaposed. In these cases, the academic credit is awarded for the formal coursework, not Walkabout.

Are the Walkabout activities planned and evaluated?

Yes. Careful, thoughtful planning for each challenge project is essential. The student takes the initiative in forming an advisory committee – made up of a teacher, parent, a fellow student, and a resource person from the community. Adhering to the basic elements of a Walkabout program, the student makes periodic reports – both orally and in writing – or presents tangible products for the committee to evaluate. The advisory committee offers expertise, constructive criticism, counsel, and advice when success is elusive or discontinuous. When success is evident, the committee gives recognition through praise.

How does Walkabout differ from other recent innovations such as action-learning, career education, internships, Outward Bound, etc.?

The differences are usually in the degree and extent to which these programs seek to provide a North American rite of passage. All of these programs arose from the concern that youth's transition to adulthood is inadequately provided for in contemporary American high schools. While most of these programs contain one or more of the challenge areas, Walkabout differs in that it is more comprehensive. From the development of several basic survival skills to the achievement of a personal educational summit in *seven or more different challenge areas*, the student in Walkabout is testing himself/herself under conditions of adult responsibility in each of these areas.

How much does a Walkabout program cost?

Walkabout need not add appreciably to a school's budget. The changes usually required call for rescheduling personnel and revising the use of material resources. The increased use of the community and its resources should add little or nothing to the costs. The only likely start-up cost will come in the form of preliminary planning time; some key personnel may work during part of a summer, for example.

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CURRICULUM DESIGN AND DELIVERY
IN
SASKATCHEWAN

A BRIEF PRESENTED TO THE
"CURRICULUM AND INSTRUCTION COMMITTEE"
OF THE DEPARTMENT OF EDUCATION
AT THEIR SITTING IN SWIFT CURRENT.

PREPARED BY:
E. WHELAN
FEBRUARY 1983

Farm

ACKNOWLEDGMENTS

I wish to extend a "thank-you" to Menno Martens for editing this paper. I also wish to thank the teachers who gave me their insights into curriculum development. A special thank you to Alice Wall who typed this paper during a fairly hectic time in the general office.

Errol Whelan,
Swift Current.
February, 1983.

INTRODUCTION

During October 1982 the Minister of Education's Advisory Committee on Curriculum and Instruction set about gathering the opinions of Saskatchewan people about schools. Their views about school practice, the quality of schools, and the purposes of schooling were to be used by the committee to determine how schools can best meet the needs of Saskatchewan children. That this effort is taking place in Saskatchewan at this time should not come as a shock to any of us. Similar exercises have been conducted in Nova Scotia, Ontario, Alberta and British Columbia. The document which resulted from the exercise in Alberta was called The Harder Report. In the introduction to The Harder Report there is this statement: "There is a movement across the continent and in parts of Europe encouraging an increased specificity of knowledge and more concentration on skill development in both academic and career areas." (Harder, 79) The popular label for the "movement" is "back-to-the-basics".

The stated reasons for back-to-the-basics are not completely evident. One that is usually given is that the reforms that took hold in the sixties produced a deterioration in standards that requires a return to the old ways. To quote the Harder Report:

> In the past five years several major changes have occurred in Alberta education. These changes ... have left the general public with the feeling that standards have been lowered and that student competencies are deteriorating. In a time of high inflation and cost price squeeze, the feeling of helplessness becomes pronounced and people turn on the field of education, the savior, as having let them down.

In his analysis of the problem, Tom Wells, Ontario's Minister of Education, seems very much in agreement with the Harder Report. The key seems to be diffused concern by the public or weakening of "public confidence in education because the pendulum of change in education all across North America swung too far in the sixties." (Wells, 77)

DECENTRALIZED AND SHARED DECISION-MAKING: THE SASKATCHEWAN WAY

During the 1981 school trustees' conference the Honourable Douglas McArthur, then Minister of Education, addressed the delegates to the convention. During his address he discussed his interest in decentralized and shared decision-making and also announced the establishment of the Minister's Advisory Committee on Curriculum and Instruction. It might be wise to harken back to that address for the philosophical attitude that was present in the setting up of the committee which is now reviewing curriculum and instruction. To quote the minister:

> We believe an educational system that is flexible and responsive to the child's inner needs can best do the job of educating our children for the 1980's and 1990's. This is why we have maintained a decentralized educational system.
>
> The goal of decentralization is to ensure that children's needs are met in a sensitive and child oriented way. If the goal is to be achieved, decentralization must be used in a positive and creative way to nurture and encourage learning on the part of all students.

Decentralization must be a vehicle for enriching and enhancing teaching and learning by encouraging creativeness and innovation in teaching and learning. We can achieve the full partnership that decentralization implies by working together cooperatively, guided by our adherence to commonly held basic principles.

This is why I personally support decentralization and the sharing of educational responsibility within our province. This is why The Education Act places more responsibility on trustees and local administrators and teachers than any other school act in Canada. And, this is why our policies and practices invite teachers and trustees to participate in many decisions thought for years to be the sole responsibility of the province and the Department of Education. Our commitment to decentralization and shared decision-making makes Saskatchewan unique among Canadian provinces.

In announcing the review of curriculum and instruction the minister pointed out that, "the review will embrace a comprehensive examination of the school program including broad questions of both curriculum and instruction. Those involved in the project are being asked to start with such basic questions as: what are the needs of children in schools today? What skills and abilities will they require, and which of their needs must be fulfilled if they are to function effectively as adult citizens after the year 2000?

"We are asking these questions to learn what knowledge, skills and adequacies will be needed by our children and to learn how the knowledge, skills and adequacies can best be taught and learned."

"The project will advise on the appropriateness of the current school program; the need for alterations; and how the curriculum can be designed to support the utilization of effective teaching practices and support the development of functional learning environments."

"As well, the project will provide advise on how we should organize ourselves within the department and the broader educational system to develop and implement curriculum in the 1980's and 1990's."

THE PRESENT FRAMEWORK FOR SCHOOL CURRICULUM

"Any discussion of school curriculum must begin with the goals of education. But this immediately raises one of the most difficult questions in the entire field of education, because, as a society, we cannot agree on what the goals of education should be. In a recent survey of the goals of education conducted in the United States, thirty percent of the people surveyed wanted new goals, thirty percent wanted to retain the old goals, and forty percent did not know what goals they wanted - they wanted more information before they were ready to decide. How would you like to be a patient with an appendix attack, lying on an operating room table, while thirty percent of the doctors voted to operate, thirty percent voted not to operate, and forty percent did not know what to do? This may be an exaggerated analogy but in education we face this uncertainty every day." (Fast, 81)

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The rules of the game, however, are laid down pretty solidly in the revised Education Act of 1978. All school jurisdictions must have goals of education, and all school curriculum must reflect these goals. The Swift Current Comprehensive High School Board of Management has twelve goals of education. They are:

1. Help every student acquire the habits and attitudes associated with responsible citizenship.
    - (a) Develop an awareness of civic rights and responsibilities.
    - (b) Develop an understanding of the Canadian and other forms of government.
    - (c) Develop an attitude of respect for public and private property.
    - (d) Develop respect for the worth of the individual, understanding of minority opinions and acceptance of majority decisions.
    - (e) Develop a cooperative attitude toward living and working with others.
    - (f) Develop an awareness of cultural identity and heritage, both nationally and internationally.
2. Help every student acquire a basic stock of information concerning the principles of the physical, biological and social sciences, the historical record of human achievement and failures, and current social issues.
    - (a) Develop an awareness of and the ability to adjust to a changing social and physical environment.
    - (b) Develop understanding of need to manage effectively and conserve both human and natural resources and man's environment.
3. Help every student acquire mastery of the basic literacy skills in reading, writing, speaking and listening.
    - (a) Develop ability to communicate ideas and feelings effectively.
    - (b) Develop skills in oral and written English.

4. Help every student acquire mastery of basic computational skills and understanding of mathematical concepts.
    - (a) Develop knowledge and skills in the use of numbers.
    - (b) Develop an understanding of economic principles and skills regarding personal finances.
5. Help every student to organize, to analyse and to use information in a critical and objective manner.
    - (a) Develop ability to examine information critically and creatively.
    - (b) Develop ability to use scientific methods.
    - (c) Develop ability to think and proceed logically.
6. Help every student develop an understanding of his own worth, abilities, potentialities and limitations.
    - (a) Develop a feeling of pride in his achievements and progress.
    - (b) Develop feelings of positive self-worth, security and self-assurance.
7. Help every student to acquire the knowledge, habits and attitudes that promote personal and public health, both mental and physical.
    - (a) Establish effective individual physical fitness program.
8. Help every student develop a desire for learning now and in the future.
    - (a) Develop and maintain a positive attitude toward learning.
    - (b) Develop the curiosity and skills necessary for life long learning.

9. Help every student to acquire the ability and desire to express himself creatively in one or more of the arts, a second language and to appreciate the aesthetic expressions of other people.
   (a) Develop creative self-expression through various media - art music, writing, drama.
   (b) Develop special talents in music, art, literature and foreign languages.

10. Help every student develop understandings and skills related to the world of work.
    (a) Develop the ability to use information and counselling services related to career decisions.
    (b) Develop abilities and skills basic to the world of work.
    (c) Develop an appreciation of good workmanship.
    (d) Develop a knowledge of specific information about particular vocations.

11. Help every student acquire the capacities required to play satisfying and responsible roles in family life.

12. Help every student acquire an understanding of ethical principles and values and the ability to apply them to his own life.
    (a) Develop standards of personal character and ideas.
    (b) Develop moral responsibility and a sound ethical and moral behavior.
    (c) Develop the capacity to self-discipline in areas of work, study and play. (Policy 1010)

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If I might refer back to Fast's address to the school trustees as included in the trustees' magazine of July 1981, he continued on in his address with the following points:

> So, in reviewing the curriculum, new goals of education must be confirmed - and old goals must be revalidated - if public schools are to move forward with confidence born of a motivating sense of direction. And in this milieu, trustees and the directors of education will have to work with the paradox of a society having a pluralistic and a participative ideology in confrontation with a post industrial technology.

IN RESPONSE TO OUR CRITICS

Dr. Fast addressed the problem of critics of the present educational system in the following manner.

> I want to begin with an area where educators and those responsible for education are most frequently challenged - the basic skills. And I want to challenge our critics - the Canadian Chamber of Commerce and others - who say that we can't read, write, and do arithmetic today. To those critics I would say several things.
>
> 1. First, the Saskatchewan Department of Education conducted a study several years ago which indicated that in terms of these skills the children of this province are at a level unsurpassed in Canada.
> 2. Second, when these critics make comparisons, they frequently forget that they are considering the "cream of the crop" several decades ago with eighty or ninety percent of the students who stay in school today.

3. Thirdly, I want to ask them: what are the basics in education? Are they reading, writing, and arithmetic? Are they family life education, health and consumer education? Or are the important things in education as the president, Pat Smith, suggested the three c's: citizenship, competence, and culture? There are no simple answers to the question of basics in education, even though some would like to think there are.
4. Fourth, I am wondering whether the criticism of these critics is already obsolete. If, as some futurists are predicting, the printed word will be replaced by an electronic technology by the year 2000, does this have implications for how we teach our children to communicate in the 21st century? Will we need the same level of writing skills as we need today? Or should our language programs concentrate more on oral skills on learning how to cope with electronic communications?

FUTURE CURRICULUM

Fast, in conclusion, summarized what he believed to be necessarily incorporated into the curriculum of the future - into the actual subjects that will be taught to our children in the last two decades of this century.

1. Computer Literacy and an operational knowledge about computers will become a significant part of the learning opportunities in our schools.

2. New mathematics courses will be developed. These new courses will consider calculators and computers as devices which will help students to develop new insights, understandings, and competencies.
3. There will be a gradual acceptance of a "futures" orientation to curriculum. In subjects such as history, educators will become more skillful in combining the past, present, and future.
4. This "futures" orientation to education will help to minimize subject-matters, boundaries and promote an interdisciplinary approach to problem solving. For example, the sciences will not be taught without looking at the philosophy and ethics of science and scientific experiments.
5. Social science courses will more actively promote community responsibility and global awareness and cooperation.
6. The school dropout phenomenon might very well change to a drop in phenomenon, where persons beyond the age of eighteen will expect the schools to provide them with meaningful experiences.
7. Subject matter areas will be redefined. Subjects like health, family life education, and nutrition may be subsumed under a course entitled "Lifestyles".
8. There will be an increased emphasis on personalized programs designed to meet the needs and provide for the optimum development of all students, including handicapped and gifted children.

9. Developing and providing appropriate programs for natives will continue to be a major thrust in Canada during this century.
10. Career education and work experience will gain in their significance and have a major impact on students and their communities.

Now, how will we fit all this into our timetables? Will other social agencies have to assume some of the responsibilities? Should the school shape or be shaped by society? (Fast, 81)

POLICY ISSUES UNDER DISCUSSION

The whole exercise that we are engaged in is in reference to two policies of the Department of Education. The first, the 1963- A Plan for the Reorganization of Instruction for Saskatchewan Schools defines the school's role in Divisions One to Three. One of the areas under contention in this policy is the continuous progress model. Wherever we might be headed in the modification of this policy I would personally like to point out that the graded school structure of the past certainly will not improve our situation with respect to the achievement of children in the elementary and junior high schools of the province. If the necessary materials do not exist for the appropriate curriculum to be delivered to children at these division levels, then it would appear that modifications and curriculum development should take place in order that a continuous progress model can be continued and adhered to as closely as possible by the teachers of the province of Saskatchewan.

The other major policy concern under consideration is the Division Four program policy of 1975. If the Division Four policy is to be changed, then I believe that the preliminaries which normally precede the formation of policy change should be executed. These preliminaries would include

1. evaluation of existing practices.
2. formal needs assessment.
3. systematic comparison of alternatives.
4. open public debate concerning the merits of new direction.
5. determining shifting priorities.

At the present time the Department of Education is responsible for preparing and providing curriculum guides and authorizing text books for courses at all grade levels. The local school boards may develop courses which have to be authorized by the Minister of Education. It is fairly standard in this province that curriculum committees are established as needs arise, and the makeup of the curriculum committees is a bottom-up structure. The curriculum committees normally include teachers in the subject area, university professors, trustees and school administrators. The work of curriculum committees is coordinated by curriculum developers from the provincial department of education.

RECOMMENDATIONS

1. Whenever provincial policy in education is to be reviewed that the model as outlined above be followed.
2. That sufficient curriculum developers and writers be seconded from the school systems or appointed by the provincial Department of Education to assist the curriculum subject committees in the development of new curricula.

3. That the curriculum development model that starts at the bottom with teachers, includes trustees, the public and university professors be retained for the development of new curriculum.
4. That highly prescriptive curriculum guides be developed for teachers in small school systems who are forced to teach outside their area of expertise and require and request a great deal of direction.
5. That a computer science literacy coordinator for the province of Saskatchewan be appointed. This is to alleviate the reinvention of the wheel in every school system in the province.

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Div IV Students in Admiral School

on

Issues in Schooling

Generally speaking the students expressed a high degree of satisfaction with their education. Some of their comments are listed below.

1. The most important function of the school should be to develop students as free individuals and aid them to find themselves.

2. The second important function is to aid students to think critically, to interpret events and to do research. To do this a broad base in the social sciences must be provided to the student as early in life as practical.

3. We find it difficult to predict the future and what will be required in future education but we think that this has always been a problem, and we believe our crystal ball has more useful accesories than those of earlier times. We wonder if the world will be run by computers in the 21st Century--we think not. We wxpect the computer to take its place in our lives much as the automobile, airplane, radio and T. V. have done.

4. We would like more Saskatchewan and Canadian content in our curriculum. Perhaps we could spend less time learning the names of American states, capitals, vice-presidents and other trivia. The American culture and U. S. relationships with us and the rest of the world should be studied more fully.

5. We think physical fitness programs should be maintained with more emphasis on the individual and the activities which he may use as an individual in laterllife--e. g. golf, swimming, archery tennis, skiing etc

6. We have very grave doubts concerning the teaching of French as a second language in a province where the French are outnumbered by Ukranian, German and perhaps other nationalities. We realize that our governments are superficially bi-lingual but we wonder about the value of perpetuating this farce.

7. In our school the parents have many, many opportunities to study education and its problems through a Home and School Association. Many parents do not seem to be sufficiently concerned with education to attend these meetings, neither are they interested in voting for school board trustees. There probably has not been an election in our school sub division for twenty-five years, anyone who can persuade someone to sign nomination papers is automatically a member of the Board! On the other hand the Home and School does attract many parents who come to discuss the education of their children. Our Home and School is affiliated with the Provincial Association and hence our members are also members of the Federal organization and in this way we can lobby both provincial and federal governments.

8. We are happy with the compulsory requirement of twenty-one credits in Division IV. We think this makes it possible for more people to obtain a grade XII and does not deter others from taking more courses. In our school most students graduate with upwards of twenty-five credits.

9. We would like some study of basic law and human rights to be integrated into some social study course to increase our awareness of the laws which affect our rights and our freedom.

10. We agree that student progress should be monitored continuously so that problems are spotted before they become failures.

11. We were pleased to learn that the Department of Education has developed a kit on the Gifted Student and that our directors of education would be attending a workshop on this kit. We think it is very important that this group of students be challenged to the fullest to develop the professionals of tomorrow.

    We are also pleased with the efforts ~~put forth~~ by our assistant director, Mr. Bath in his struggle to obtain an "Ability Centre" for Shaunavon area.

12. Our teachers tell us that "continuous progress" is an excellent theory but they think it is not practical or possible in our school.

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I request that serious effort be made to eliminate stereotyping in material used in our schools.

I furthermore request the removal of "The Natives are Hostile", a short story by Alastair Scobie, appearing in "strawberries and other secrets", a collection of short stories selected and edited by James A. MacNeill and Glen A. Sorestad which is being used in English in grade nine.

I am requesting the removal of "The Natives are Hostile" as teaching material not only because of the stereotyping which takes place in the story, but also because the stereotyping appears to be malevolent.

In "The Natives are Hostile",Africans are being stereotyped by such statments as "murder and pillage and burning lay burried not very deep under the surface of every Africans mind."

The Kikuyues are being stereotyped by statment that they are heathens (half of the population in Kenya is Christians), that they are savages, that they are not outstanding for their brainpower, and that no Kikuyu can be trusted.

Apart from stereotyping Africans and Kikuyues, I rather question the literary quality of the story. The plot is unbelievable, the point of view changes constantly, the author makes intrusions, and the description of the characters is most bias.

Nancy - the white women - is a little, amusing English girl, she is a Christian, she is loving, and she is brave. Her killing is referred to as shooting and fireing.

Kenanjui - the cook - is said to have a "black mind". (Whatever that means)

Githogo - the General of the Kikuyu Liberation Army - is decribed as being cruel, as a man who had reverted to savagery, and as being so stupid that he carries a par of field glasses which he cannot us as he does not know how to focus them.

-

Githoges's killing are referred to as murdering, butchering, and slashing to pieces.

The Natives are Hostile is introdused by telling that "The Mau Maus sought to drive the whites from Kenya by the simplest and most direct of methods - murder."
Those are strong words to describe a struggle for freedom from colonalism.

"The Natives are Hostile" could have value as a tool to teach students to be aware of stereotyping and the use of words to set a mood either for or against someone, and endeed one of the questions to the students does ask if the writer is sympathitic to one side or the other, or if he is completely impartial.

However, I am aware of one incident in a grade nine class where such a discussion did not take place. Therefore, as it depends on the teacher's skills and awareness whether it will be discussed or not, I feel that the Africans, the Kikuyues, and the students are better of without "The Natives are Hostile."

Presented by
Else Du Paaw

at the Swift
Current meeting

The Natives are Hostile

ALASTAIR SCOBIE

"Nancy wore a long-barrelled .38 Special revolver in an open type holster on her right thigh, low slung, so that her wrist just touched the butt at every step."

Nancy Luker doesn't know when she may have to fight for her life. She only knows that she must be prepared at any time to fight, to kill, if necessary.
Here is a violent action-packed story that crackles with high-voltage tension. It is set in Kenya against the bloody background of the Mau Mau uprisings of the 1950's. The Mau Maus sought to drive the whites from Kenya by the simplest and most direct of methods—murder.

GITHOGO, the Mau Mau general stepped out of the forest. He was a tall man, dressed in tattered shorts and a greatcoat. His feet were bare. He wore field glasses slung round his neck. He could not use them because he did not understand how they focused. They had been taken from Bwana McDuffy, an eighty-year-old farmer the gang had slashed to pieces the month previously.

Marumbi, his right-hand man, came up to him, gesturing towards a clump of bushes. "We have the houseboy," he said. "His name is Kahera. He says the memsahib and the *toto* are alone in the house. There is only the cook-boy, Kenanjui, a kitchen *toto* and Kahera in the house with them."

For a moment Githogo thought things over. The farmhouse lay in the evening light, a grey house built of cedar off-cuts; that is, the outside of the trunk that is stripped off at the sawmills in the high forests where the great trees are cut for pencil slats. By the grey house a woman played with a child. A woman in a blue dress, a child in a white dress. Githogo cleaned his teeth with a stick. There would be food there. There might be a gun. A woman and child should be easy killing. Dusk was the time, and quick action with the panga the method. The general went to see Kahera.

In the bushes Kahera sat on his haunches, a man holding a *simi* against his throat. "Good day, brother," Githogo said, "I am General Githogo, known as the Leopard. Look at me and tell me what is in your heart." Kahera looked. He saw a man who had reverted to savagery, a man who had taken seven oaths. A man for whom there was no going back. This, he thought, is my death, for if Githogo does not kill me then I shall hang in the jail at Githinguri. But before they hang me they will feed me well and they will not torture me. Githogo will torture me, so I must be his man.

"General," Kahera said, "I have taken three oaths. I have never been cleansed of the oaths I have taken. I have paid five shillings a month to the treasurer for the district." The general laughed.

"I have murdered a hundred Kikuyu," he said quietly, "who were the white man's dogs. I have murdered nine white people. I have stolen five hundred head of cattle. Do not talk to me of five shillings a month." He spat. "Can we count on you in what we mean to do?" he asked.

"I am your dog, General."

"Good. For I am sending a man to Fort Hall. He will start now. You are from Fort Hall, and your wife and two children live on a shamba there. I know you, Kahera. If you betray us, your family will not exist tomorrow."

"General, I am your dog."

"Good. Good, Kahera," said Githogo. He got to his feet. "Cut the telephone lines as soon as dusk comes," he ordered his men. "I will go down and talk to the cook. Keep the house covered with the Sten guns. When dark comes, we kill."

NANCY LUKER went into the kitchen to give orders to Kenanjui, the cook. Nancy wore a long-barrelled .38 Special revolver in an open-type holster on her right thigh, low slung, so that her wrist just touched the butt at every step.

"Kenanjui, where is Kahera?"

Kenanjui, the old cook, looked up from peeling the potatoes. "Gone to cut firewood, Memsahib."

"Very good. Now the Bwana will not be back until tomorrow, and the police have told me on the telephone that a gang has been spotted in the area. So when you have made dinner, bring the dishes into the house and go to bed and bolt your door. And you know the signal, don't you?"

"I know, Memsahib."

Nancy nodded. "If anybody comes, pretend to be one of them. I will tell the police you and I have arranged this thing, that it is our custom. Do not be afraid, Kenanjui."

"I am old, Memsahib. They can take only my life. To an old man that is a little thing."

"Do not talk so, Kenanjui. We have been friends a long time. Bwana will be back tomorrow with his big gun. Then we will be safe again."

The old man nodded up to the sky above the cedar trees. "See, the mountain is clear." She followed his gaze, and sure enough, for the first time in three weeks the ragged peak of Batiaan, highest of Mount Kenya's great, snow-clad summits, towered above them like a huge, white fang.

Old Kenanjui smiled. "The Masai say God lives there. My sister married a Masai. They are savages, and do not know about snow." (He used the word for "cold" because there was no word for snow in his own language.) "Memsahib, the Masai say the clouds are the cattle of God, and the snow is His salt. When the clouds come to the mountain, that is God's cattle coming to His salt-licks." She smiled.

"God bless you, Kenanjui, and look after you tonight. Tomorrow Bwana will be back and we will be safe."

In the house it was cold and quiet and very lonely. Nancy threw wood on the fire and the aromatic cedar logs caught and burned. "Put your toys away, darling. Bathtime." Then a thought came to her and she said: "On second thoughts you have a little bit of a cold, sweetheart. No bath tonight. And I'll let you sleep in a nice thick jersey in my bed. Will you like that, Sharon?"

Four-year-old Sharon smiled sleepily. "I haven't got a cold. Can Teddy come in your bed too?"

"Yes. Daddy is in Nakuru with the police tonight. He'll be back tomorrow, so tonight we'll snuggle up together."

Better not let the child have a bath. If they came there was no way out of the bathroom and the child would be helpless. Of course they would not come. Bob had been away before. He was a Kikuyu-speaker, and the police were in desperate need of reliable interpreters. If they caught the big gang, or any of its members, it was essential to get information quickly. So Bob was sometimes asked to help on anything really important. He was a blood-brother to the Kikuyu. Kenya born and bred. Of course that made no difference. Blood-brotherhood did not count with men who had butchered so many thousands of their own black countrymen.

"Read me a story, mummy."

So Nancy put her gun by her right hand and read the story of Brer Rabbit and Brer Fox, and in the middle of the story Kenanjui came in with the supper, and she let him out and bolted the door after him. Then, suddenly it seemed very lonely in the house, even with the bright blaze of the cedar logs. She turned on the radio, then turned it off. Better not. If they came she could not hear with the radio going. Suppose they did come? She got up and went to the drawer of the dressing table, took out the ammunition box and put twelve cartridges, in two groups of six, on the table near the door. The door had two glass panels heavily guarded with wire mesh.

"Playing soldiers again, mummy?"

"Yes, Sharon. And listen, darling—if the nasty men come, do you know what to do?"

"You mean Mickey Mouse?"

"Yes, Mickey Mouse." (So the settler talks of the Mau Mau—so as to be able to talk before Africans without them knowing the subject of his talk.)

"Yes, mummy. But why don't we run away together?"

"No. Mummy has a big gun. If they come, darling, run into the coffee plantation behind the house and don't let them see you. Hide in the coffee. Dig yourself a little hole in the loose earth, like a little Brer Fox, and stay there until Mummy comes." If, she thought, Mummy ever comes, my poor sweet. Never mind. The chances of an attack were a hundred-to-one against.

In the kitchen old Kenanjui piled his pans for the kitchen boy to wash. He hummed a little song. He wondered where Kahera was—it was dark and not good to be out so late in the forest. Kenanjui liked his job and liked his bosses.

He turned, hearing a noise behind him.

"Good day, brother," said Githogo. "I am the Leopard. Githogo, son of Waweru, General of the Kikuyu Liberation Army." And to himself Kenanjui said, "Old man, this is your last night on earth."

"I have planned an operation for tonight," Githogo told his fellow-tribesman. "Tonight we attack. Are you with us, Kenanjui?"

Kenanjui grinned. "Yes, General Githogo. I wish I was a youngster and could come up into the forest with you. I used to be an *askari*. In the King's African Rifles."

"Yes, old man. Have you taken the dinner in to the memsahib?"

"Half-an-hour ago, General. She doesn't open the door again. Better leave the attack until tomorrow." Kenanjui grinned like a half-wit.

"Old man. You must get the memsahib to open the door."

Kenanjui thought. At first he thought, "Why should I be killed tonight? I have done nothing. If these men kill the memsahib, how is it my fault?" Then he thought, "The Bwana is your blood-brother and she has been kind to you. Old man, do you want to live forever? You have begot sons and you have fought battles."

Kenanjui suddenly felt very old and very weary. He said:

"If I go to the memsahib and call, 'Memsahib, I am very ill. I think I am dying,' and if you hide, then she will open the door if she sees me alone. But you must hide until the door is open. You can get close to the house, behind the bushes there. She has many flowers planted and men can hide in the flowers."

"Are you sure she will open the door?"

"I am certain, for she likes me. If she thinks I am ill she will open the door."

"Listen to me, old one," Githogo whispered grimly, "if you try to trick me you will die three times."

"I am your man," Kenanjui told him.

Simba, Bob's half-bred Ridgeback dog, lay by the fire watching

Nancy put the child to bed. He had been hunting in the forest and had come back tired. Now he lay with his head on his paws, growling softly in his throat. At the sound of his low, deep growl Nancy felt her scalp tingle. Sharon had put on her little pyjamas and the woolly jacket. Up there, seven thousand feet above sea level, the nights were very cold. Nancy felt for her gun. Yes, it was loaded, oiled, ready to give death. A beautiful precision machine for killing. It felt good in her hand—her hand that had never held a gun twelve months before. She had never seen a revolver except on the films, before she came to Kenya. Now she stood in the quiet farmhouse in the heart of the waiting forest, gun in hand, tense, scared, whilst the dog growled, unmoving, on the hearth.

And suddenly, without a further sign, she knew she was going to have to fight for her life.

SHE WAS ALONE. Outside was only old, feeble Kenanjui—he had been with Bob's family for forty years. Yet she knew no Kikuyu could be trusted. There might be a pistol at his back, or his dark mind might have conceived a hatred for the white men. He might have reverted to the moon-struck nights of blood and death that were Kenya not sixty years ago before the white man came and settled and brought peace and ordered government, the nights of murder and pillage and burning that lay buried not very deep under the surface of every African mind.

Then from the garden came a voice, and the dog stood up, hackles erect, barking.

"Memsahib." The voice spoke in Kiswahili. "Memsahib. I have terrible pain in my chest. I think I am dying, Memsahib."

She smiled, actually smiled, into the dark. She would have to send her child away. Better the shadows of the free night to die in than be trapped in a corner and butchered amongst her own toys as a sacrificial goat is butchered by the witchmen. "I am coming Kenanjui," she called. She tip-toed to the little hatch that was opened in old, peaceful times so that the dogs could come and go as they wished. "My darling heart," she said to the little girl, "sweet Sharon. Run into the coffee. When you hear Mummy's gun start to fire, run. Keep to the shadows. Dig yourself a little pit like Brer Fox and keep still. Keep in the dark shadows. And God bless you, Sharon, my little girl."

She went to the door and pretended to fumble with the bolts. She called, "I am coming, Kenanjui." She caught sight of Kenanjui, standing pathetically alone in his white cook's clothes. She said, under her breath, "My God and yours look after you, Kenanjui, old friend." Then she knocked out the pane of glass from the door with the butt of the big .38 and fired into the rose bushes, hearing a scream of pain as she did so and thinking, excitedly, "You swine, you won't hunt again." Fire from a Sten gun ripped across the room behind her. Somebody started blowing a bugle in a maniac solo, others blew whistles, the rest screamed like the blood-eager savages they were. Coolly, carefully, she watched a man step from the rose bushes and shot him through the heart. "Good," she said through her teeth, "and the next gentleman, please . . ."

In the dappled, velvet night the child ran through the shadows, sobbing. She saw men standing near the kitchen, so darted back like a hunted thing, crossed the shadow of the great cedar tree by the back door, and reached the orderly rows of coffee with bunches of berries standing out against the moon. She found a place where the earth had been loosened by the growers and dug into the red soil with her tiny hands. A bush-buck fled from her with a startled bark. Sharon dug deep into the kind, red soil and hid her head. She cried, hearing the shots from the house, cried until it seemed her heart would break or they would hear her at the house. Then, as a child will, she fell asleep.

Nancy Luker, the little, rather amusing English girl, sucked away the blood that trickled down her wrist where a wood splinter had gashed her. Again the room was torn by rifle and Sten fire. A vase went, a brass coffee table rang like a gong. She crouched near the floor behind the stout cedar logs, then raised herself a little and shot General Githogo through the head. To her he was only a ragged native in a greatcoat. She crouched again, shucked out the empty shells from her gun, and loaded the long, lethal cartridges.

There was a sudden hammering on the back door. A slam of wood on wood. She wheeled and fired. The big slugs tore away the door in chunks, so that men said afterwards, "She didn't shoot them with bullets, she shot them with bits of door." Kahera died, screaming, outside the back door where he had so often flicked his dusters or shined the shoes of a morning. Before he died he had strangled the little kitchen boy, who knew too much to live.

Nancy fired twice at random from the door, then ran to the bay window, and sure enough, got a fine view of three gangsters creeping up on the house along the fence at the rear. One she killed. One was wounded by a ricochet. The third ran into the forest. Nancy reloaded and knelt on the floor as another fusilade tore into the house. Then, suddenly, the door flew open.

Afterwards she knew what must have happened. They had crept along the walls, under the window level, got a rifle-barrel in the torn edge of the door and levered suddenly, so that bolts and lock had gone. Then they rushed her.

Simba flew at the throat of the first man, and they went down in a growling, screaming heap. For a split second the rush was checked, and in the split second Nancy emptied six shots into the men by the door.

Now a .38 Special is a terrible weapon. Six shots from a .38 fired at close range into ten struggling men will even panic seasoned troops. Six .38 bullets into a Mau Mau gang expecting to creep into a house and panga a defenceless woman and child can be decisive. Githogo was dead. Five bodies lay outside the front of the house, three by the back door. The cedar logs had taken their fire. Had they thought of tossing a lighted torch into the house things might have been different, but these people had never been outstanding for their brain power. As it was the six slugs tore into the ten men and left not one unwounded. Three died in the doorway. But best of all, one dropped a shiny automatic pistol, and Nancy, convinced now that she must die, picked it up and emptied it into the moving figures beyond the door.

In a moment the gang had faded into the night. Leaving their dead and their badly wounded comrades they simply melted into the cedar forest. Nancy says she fainted then. She came to her senses leaning against the broken door, looking into the cool, empty night. Her first thought was for her child, and she walked out amongst the bodies towards the rows of coffee. Then a voice called to her.

"Memsahib."

Kenanjui lay in a white, crumpled heap in the moonlight. Nancy never knew whether one of her bullets caught him, or whether he was shot by Githogo for betraying him. The old Kikuyu tried to sit up, failed. He said: "Help me."

She put her arms round him and held him.

"You saved me, Kenanjui," she said.

"The signal." He smiled his old smile.

"Yes, the signal." For it had been arranged that, should Kenanjui want help in the night he would call out to the house—in his own tongue, Kikuyu. If Kenanjui called in Kiswahili, the *lingua franca* of East Africa, then the Lukers would know he was being forced to do so, that it was a trap. And Kenanjui had called out in Kiswahili.

He did not speak again, nor did he look at her. He died smiling, with his gaze on the pure, white fang of Batiaan, where, across the moon, the white cloud-cattle of God drifted in to lick the salt of heaven.

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THE NATIVES ARE HOSTILE
Alastair Scobie

COMPREHENSION

1. With whom or what is each of these characters in conflict, and why?
   a. Nancy Luker, b. General Githogo, c. Kenanjui.
2. The failure of Githogo and the Mau Mau gang to overcome Nancy Luker with the ease they had expected was at least partly due to her preparedness. Describe the various precautions which had been taken in advance to meet such an attack.
3. a. Which of the two servants becomes a traitor and which remains loyal?
   b. What is your reaction to the deaths of Kenanjui and Kehara?

INFERENCE

4. The main action of this story is bloody and violent. Yet there is much more than this violent action. Find examples in the story of: a. love, b. compassion, c. loyalty, d. great courage, e. betrayal.
5. Which of the characters experience internal conflicts? Describe these conflicts.

TECHNIQUE

6. In one sense this story represents the conflict between blacks and whites for possession of African territory. Is the writer sympathetic to one side or the other, or is he completely impartial? Support your answer by specific reference to the story.
7. What style of narration does the writer use in this story? Can you suggest any reason why he might have chosen this particular style?

OTAL STUDY

8. Find out whatever you can from your library resources about the Mau Mau uprisings in Kenya. From your research try to determine if the incidents in this story are typical of what actually happened in Kenya.
9. Write an account of the attack on the Luker home using first person narration as if you were one of the following:
   a. Nancy Luker, b. Kehara, c. Githogo, d. Kenanjui, e. Sharon Luker.

The Minister's Advisory Committee
Curriculum and Instruction Review.

On Monday evening, February 14th, we attended a meeting at Luxor School on the topic of the school of attendance for children in the Luxor attendance area. The alternative schools given for us were: Vanguard, Wymark and Swift Current. A vote was taken that night, and everyone going to Luxor school and going to Swift Current presently voted for Swift Current except one family. All the Board Members from the Rural Unit were present and were asked to go into the next room to make their decession, but was denied due to such short notice. At the meeting their main concern was the dollar sign and not the welfare of the children's educational needs.

Our children, Christina and Danny have been going to Central School in Swift Current for the past 2 years now. Christina is in Grade 5 and Danny is in Grade 3. They are receiving the necessary help in the resource room to meet their educational needs. We as parents appreciate this very much and we know that our children do as well.

Before coming to Swift Current, they attended the Luxor School at Neidpath at which time their needs were not met. Danny was in Grade 1 and was the only one in Grade 1. He needed to be part of a grade and not being just a grade and a head count. His needs were not met and had to repeat his reading program when he entered Swift Current school.

Christina had taken her lower grades including Grade 3 at Luxor and had to repeat Grade 1. Christina has a slow learning disability problem and is on a special program in the resource room at Central School, Swift Current. We understand that there is another special program being set up for Christina for next year at Central School.. When she started school at Luxor, we recognized this problem and asked for help and even asked to be sent to other schools within their Rural Unit, but were denied each time by Mr. Earl Storey. We were also told by a certain person and persons at Luxor School not to ever come to the Rural School Unit without being asked to.

When Mr. Cliff Jantzen came to the Rural School Unit, he was made aware of Christina's learning disability and of Danny being the only one in his grade by the teacher. However, he did not do a thing to help meet the needs of our children. All he ever did was put the report of our children back in his filing cabinet.

Therefore, we cannot put our whole faith and trust in the educational needs of our children in the Rural Unit schools as these needs were never met at the very beginning of schooling for our children. We feel our children should not be made to pay for the mistakes made by the Rural School Unit in the neglect to see their needs. Education is going ahead and not falling behind. We as parents know the needs of our children as we live with them day by day.

Another matter that we are concerned about is the present bus route. We don't mind the early hours, but we are in the middle of the route and yet we are picked up first and travel about 30 - 39 miles unnecessary in order to not disturb the bus route that was going to Swift Current. Normally the bus would only need to travel 2 miles out of there way to pick up our children. Included is a bus route map to show you how the bus is run presently.

Two years ago, we fought a long hard battle with the Rural School Unit to get the children into a good school such as Central School in Swift Current and we aim to fight to keep them there.

Mr. & Mrs. Wilbert Bender.
Concerned Parents.

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A BRIEF

DELIVERED TO

THE CURRICULUM AND INSTRUCTION REVIEW COMMITTEE

ON BEHALF OF

THE BOARD OF EDUCATION

OF

LAST MOUNTAIN SCHOOL DIVISION NO. 29

RAYMORE, FEBRUARY 22, 1983

CHAIRMAN OF THE BOARD OF EDUCATION

Thank you, Mr. Chairman.

Members of the Minister's Advisory Committee, Ladies and Gentlemen:

First, I would like to introduce my associates from the Last Mountain School Division No. 29: Board Members, Herman Blind, Brian Flavel, Len Jones, Colin Markusson and Charles Schuler; Assistant Director of Education, Wayne Back; Director of Education, Don Schindelka; Secretary-Treasurer, Ray Trew.

We would like to take this opportunity to welcome you to Raymore and to thank you for giving us this opportunity to express our position on behalf of the people we represent. We appreciate the opportunity to share our thinking with you. We trust that you will find our contribution useful.

Education in Society

The first thing that we would like to discuss is the relationship of education to the society in which it exists. In our country, public schools are responsible to the citizen. Boards of Education are elected to ensure that schools reflect the society in which they exist. The very existence of a committee such as this underlines the sensitivity to public aspiration that has been developed within the educational community. Because of this sensitivity, if a society or a community is strict and demanding, the schools will follow the pattern. If a society is permissive, we may be sure that the schools will follow close behind. Therefore, whenever one discusses education, one must consider it within the larger context of the changes that will occur in the society in which it exists.

We feel that, given the model for public school education that has been developed in North America, solving social problems is beyond our responsibility and beyond our competence. It seems to us that a society that glamorizes liquor, drugs and sex should not be shocked when it finds its young experimenting with these things and we feel that it is hypocritical and unfair of society to then turn to the schools and demand that they do something about it. We think the money to deal with social problems can be better spent and utilized by other institutions staffed by people specifically trained to deal with health and social problems.

Encouraging the generally accepted values of our society such as respect for the rule of law and the citizen's role in a democratically governed country is a school responsibility. However, the premise that the schools should be expected to solve the social and emotional ills of society in general and of individual students in particular , is false. Rather than blaming the school for many of society's social problems, we feel that the reverse should be the case.

What Schools are For

We feel strongly that the school has a mandate and a responsibility to educate children. We do not contest the fact that such things as poor nutrition, health problems and alcohol and drug consumption occur among students and even parents and that these factors affect the educational success of students. We would like to point out that education is not solely the responsibility of the schools. Parents and other citizens must also assume responsibility for society's problems.

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What Schools are For (continued)

We feel that making students aware of the effects of various social options is part of our responsibility. However, the main function of the school is to provide students with the ability to make full use of whatever opportunities or chances to learn that come their way: whatever those future opportunities may be.

We also want to repeat that we believe that public schools cannot deal with matters involving personal values without overemphasizing the values of one group at the expense of others.

Preparing for the Future

In the distant past, when change was very slow the most sensible way to prepare for the future was to learn the skills of the past, because these were the same skills needed in the future. Practical skills along with a clearly defined, highly traditional set of values were passed on by the family and the church.

With the mechanical age, members of the family and community began to specialize. Mass education was the method devised to educate large numbers of students. Many of the most criticized features of education, the structured organization, grading and the authoritarian role of the teacher, are precisely those that made mass public education so effective an instrument for transforming an illiterate population to literacy. Faced with conditions that had never existed before, men had to attempt to understand what was happening in the present. The focus of education shifted from its emphasis on the past to a preoccupation with the present.

Today's beginners will live two-thirds of their lives in the new world of the twenty-first century. For education the lesson is clear. Our objectives must be to teach students to adapt to continual change. They must learn how to learn. The knowledge they possess today is not as important as the skills and methods they have learned for accumulating knowledge.

We should also remind ourselves that even though many student needs change as we adjust to emerging opportunities and demands, basic human traits survive unchanged. Certain timeless truths remain eternally relevant to human life at all times and in all ages.

Organizational Challenges in Education

The central problem in school organization is to promote the greatest possible individual growth and learning within a group setting. This is the problem that educators are faced with in providing students with an individualized education. The problem is caused by the fact that public schools attempt to deal with students within groups even though each student's needs are unique. In the past many attempts at solving the dilemma appear to have been directed toward "organizing away" individual differences. Needless to say, these attempts have been futile.

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Organizational Challenges in Education (continued)

In rural Saskatchewan the biggest challenge consists in dealing with the decline in school population coupled with the fact that educational programs, especially those at the higher levels, have tended to become more specialized and more detailed with each revision. They tend to require specialist teachers and a more specialized and fragmented collection of subject combinations consisting of isolated pieces of information rather than an integrated, well-rounded program of related concepts and understanding.

Specialization of teachers favours larger units of organization. More and specialized programs for students oppose the concept of a broad liberal education that is aimed at developing well-informed, well-rounded citizens who have the broad understandings of basic concepts so necessary in making decisions in the unpredictable world of the future.

Relationships between various areas of study must be exploited to a greater degree. Music, Art, Architecture, Literature and History have much in common. An understanding of the development of concepts in one of these areas enhances understanding and appreciation in the other areas.

The mastery of isolated facts does not constitute useful knowledge. For this reason, schools must emphasize basic concepts, principles and skills by which relationships are established and facts organized into a body of useful and meaningful knowledge. That is why coordination and articulation of courses into a meaninful program are so important, expecially when students tend to have many teachers.

It is our contention that rather than adding new courses or new content in the higher grades and at the same time moving existing content to the lower grades to make room for the new material we should try another solution. New material should be integrated and relationships should be emphasized.

The major cause of suffering caused by declining enrolment appears to be the general premise (upon which provincial grants based on a per-pupil formula appear to be based) that as enrolments decline, so should expenditures. Expenditures for education cannot be reduced in proportion to enrolment. Rural school systems are constantly and brutally reminded of this fact annually when they set local mill rates.

Curriculum Development

If we feel that individual courses are too specialized and detailed we also feel that curriculum committees are influenced too much by specialists anxious to expose students to the intricacies of their own fields of study. We feel that committees should be made up of generalists who may call on specialists in the subject for expertise as they see fit.

Our present practice results in a condition whereby it is true that curriculum objectives and actual practice often are far apart. The training and ability of both teachers and students often do not measure up to the ambitious intentions of curriculum development committees.

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The Continuous Progress Policy

We agree wholeheartedly that the extent to which a school discovers and provides for the individual needs of its students determines the adequacy of its educational program. It is our belief that most schools have gone far beyond the organizational provisions devised by the "continuous progress" policy some twenty years ago.

The division system of continuous progress was limited because it addressed itself only to providing students with a common sequence of experiences at speeds varying according to the different abilities and efforts of individual students.

The plan did not seem to address itself to differences in actual content or experiences. Modern schools must offer modified programs, locally developed programs, enrichment programs and other courses tailored to the individual needs of students.

The idea thata student can progress through units of work at his or her own rate is not always feasible in the education system. Students may be decelerated or accelerated but must be kept within a group or grade so a teacher is able to work effectively with them. A teacher is unable to monitor an individual program for every student and students are better able to help and learn from each other in a group setting.

It seems to us that a system that promotes individualized learning and continuous progress should be consistent during a student's education. Differences between the continuous progress plan from years one to six in comparison to the lock step graded system found in Divisions III and IV seem to work against smooth progress. We should aim for consistent progress throughout a student's school career.

A Local Challenge

In many schools considerable success has been achieved in providing for the educational needs of Native children. We feel that there is considerable potential in this area for the provincial Department of Education to show leadership. At the very least, the Department should have support services available and should define clearly the organizational responsibilities and relationships for joint integrated schools to be set up and operated.

A Note of Appreciation

We would like to express our appreciation for being given the opportunity to make a presentation to this public meeting. Boards of Education will continue to play an important role in education in the future. Boards of Education have been created as the institutions where the concerns of the public and of professionals can be blended to create citizens who will be able to rise to the challenges of the twenty-first century.

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THE

CIRRICULUM AND INSTRUCTION

REVIEW COMMITTEE

WATSON ELEMENTARY SCHOOL

In planning the future education cirricula of the province of Saskatchewan it is our opinion that the following be taken into account.

1) That changes in the program be implemented when resources to carry out the program are in place simultaneous to or in advance of the program. We reflect upon the "division system" and realize that it never was fully implemented because in our opinion the necessary resources (personnel, training, materials, etc.) were not in place to carry out the change over.

Very often new programs come about as a result of special support services (financial, personnel , and plant) provided to a given situation. Then other schools, without these support services, are asked to implement a similar program without similar resources.

2) That the professional personnel of Saskatchewan develop resource materials for new programs rather than importing textbooks from the United States. In a province historically rich in initiative and innovation (wheat pools, co-operatives, movement education, etc.) developing educational programs suitable to our circumstances should be easy.

3) That pupil-teacher ratio be given greater consideration with respect to program in Division I (Grades Kg., 1, 2, and 3 if you prefer). In Division I there is the greatest need for individualized or small group work. Effective instruction can take place with larger groups in Division II and up.

4) That a suitable combination of basic skills, and thinking and coping skills, be the cirriculum. More emphasis should be placed on problem solving and less on memorizing facts.

5) That our cirriculum be a better reflection of our environment. While we need global studies, we also need to understand our own locality.

6) That the expectations placed upon schools be re-examined. Very often new ideas, such as driver education and family life education, are placed in schools when these programs more properly belong in the home, church, or are part of the responsibility of the community at large.

7) That emphasis be placed upon a pass-fail system rather that upon a A, B, C, D grading system. One child receives a B on a report card while another receives a D. Have both children passed or has the one with the D failed? We suggest that the one with the D views himself as a failure as compared to the B. Alternatively we propose that both students pass their grade and not be rated as a B or D.

8) That we prepare children for use of computers as soon as possible.

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Feb. 23

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Brief to the Provincial Committee on Curriculum and Instruction Review

Presented By

Muenster Teachers and Muenster School Trustees

On January 25, Our Division Board representative met with our staff and local school board to participate in the discussions regarding educational change. We broke up into three groups, each group being instructed to discuss one of the main headings in the guide sheet prepared by the provincial committee. Following the in-group discussion reports were given in assembly. We had a most lively discussion and a number of recommendations were made.

Obviously, most of us were knowledgeable about education in our school and the ideas suggested were on the basis of that knowledge. It was general that the education provided was good, however, we felt that province wide changes would improve our system along with others. The report is given in three parts as originally presented by our three sub-groups. As well, recommendations are given by each group. We trust that the remarks and comments contained herein will be carefully considered by the committee. It is our hope that as a result of this brief and the many others presented that our system of education may be changed and improved to enable all Saskatchewan students to receive the best possible education comparable to that being offered in any system within our country.

Respectfully submitted by,

Muenster Staff & School Board

GROUP ONE

"The Needs of Children"

- The first issue discussed was "CHILDREN ARE NOT THE SAME". The main discussion centered around school programs , discontinued and new school programs. The feeling or concensus was that an alternative to the straight academic program in Div. IV. would be good to have; however within the large HUMBOLDT UNIT and in our RURAL SYSTEM an INDUSTRIAL ARTS program, for example is very hard to set up. (and costly).

"NEEDS EVERYONE SHARES"

- The point was made that there are often conflicts within the home or rather between the home and school as to which one should be teaching VALUES such as SOCIAL RELATIONS, HONESTY, SELF DISCIPLINE and STRIVING FOR SUCCESS or WORKING TO YOUR UPMOST LEVEL.

"SECURITY"

- Who is responsible for the child from the time he leaves home until he arrives at home.
- Teachers should be ready to give guidance and counselling to any children with emotional or social problems.

"VALUES"

Question: Must teachers try to instill values within the classroom or should the school system avoid making any attempt to involve itself with personal values? The concensus was that teachers must attempt to involve themselves in the teaching of values within the SASKATCHEWAN SCHOOL SYSTEM by example and instruction.

"EDUCATION NEEDS"

Question: Are the students learning what they'll need to know to be successful, happy and productive in the 20th century?

"HOW TO MEET NEEDS"

(1) Physical Education
(2) Stay basic?
(3) Music options

"ACADEMIC VS WIDER PROGRAM"

- Right of School Board to restrict teachers based on "value system".

- Science - The three R's - ONE TEACHER.

GROUP 2

Are Schools Fulfilling Their Purpose?

Since we are only exposed to our own school, we can only work on the basis of this limited knowledge.

As a group of parents and teachers, we discussed our concerns about our textbooks - the majority being written in the United States. Many of our texts are old and outdated - although "facts are facts" they are indeed changing.

Although the content in American texts is good, we would like to see more support of our own Canadian materials (i.e. spend a little more money to get more Canadian material.)

Many of our students are not aware of their Canadian nationality. The problem starts in K-1 and gets progressively worse as one goes up the ladder. We should start early teaching the young to be more aware of their Canadian nationality - to be proud to be Canadian. We feel that part of the problem is the lack of Canadian content in our texts.

We also discussed "Meeting our children's needs," and "are we really doing this"? Our library is so small and limited for the number of K - 12 students we have. We felt that our library should be improved.

As for meeting the needs of the problem and above average students - simply - we are not. It is disappointing that the Supervisory Asst. (who had training in testing for problems) had to be cut because of the budget.

A suggestion was made to provide more money to go towards teacher improvement. For example: pilot projects, workshops, etc. to encourage more teacher participation. (We are not suggesting that money be provided for classes to be used towards a degree.)

It was suggested that another school Division be studied - to see how they would compare to our own.

"Developing personal growth of students." We seem to be lacking in this area, although it is not easy to come up with a solution.

We felt this development of personal growth should start in the home. Perhaps parents could be less concerned with competing for "A's", and focus on the child doing his / her best, thus developing a good self-concept.

We looked at both sides of offering shop or Industrial Arts. On the one hand, it would allow some students to develop their interests if it were offered. On the other hand, it was suggested that we stick to academics.

We feel it is important to allow students to be successful in at least one area (be it shop or something else) and then they can find the confidence needed to succeed in other areas. Perhaps the reason some students fail is because they are not given the opportunity to succeed, they then feel like total failures. There may be one area that they can succeed in, and we feel it is important to try to find that area and develop it.

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Group 3

School Programs

1. Academic Programs:

- There is not enough emphasis on the 3R's(Reading, Arithmetic, writing). It seems that as we progress to the higher grades there is more emphasis on the sciences, social studies. We are missing out on the reading skills. The problem lies in reinforcement of these skills throughout all of the grades. One other cause of the problem could be that these skills are not learned in the early grades, sufficiently enough for them to be transferable to other learning situations.

Writing , Reading

- There is the problem of "no magazines or written media at hand or at home," for the children.
Children do not get the encouragement and reinforcement at home because of these factors. For some of these children, school is the only place they can get any reading material at all.

- The problem of too many teachers for one grade was brought up in that it causes confusion among the kids in terms of demands (Demands which are put on by the different values of the teachers). If teachers use the same goals and methods of evaluation the system can be ideal. However, teachers express different goals and use different methods of evaluation and then the system breaks down. We need consistency among the teachers.

2. Vocational Programs
Some tend to think that we need more programs for those children who are not academically inclined. Adding equipment and upgrading facilities to existing schools could be managed.
Woodworking courses, carpentry, welding and home-ec. were among the programs mentioned.

3. Social Development
We looked at having a guidance counsellor full time for maximum benefits to all. This would give the counsellor time to get to know the children individually.
We are also beginning to realize that emotional problems exist not only in the secondary grades but in the elementary as well. These children sometimes have noone to turn to because the teachers are busy and can't make the time. A full time counsellor will always be available to the children when they are in need.

4. Personal Growth
The Library
It was expressed that the library falls short on it's number of resources (books, films etc.)
The library should be very important in this school simply because it's all most kids can rely on to get resources for school, and/or reading material just for reading pleasure.
There should be more money spent on the library upgrading it and enlarging it so that it becomes a focal point in the school.

5. Gifted
It was expressed that there should be an "advanced program" for these kids.
The children are in need just like the "exceptional child" is and we have a responsibility to meet that need.
It seems though most teachers tend to work with the "average children".
No real plans were expressed as to how this problem could be solved but we all agreed that it would be harmful to hold the gifted child back from reaching his/her potential!

Mr. Chairman; committee members;

As an interested parent I appreciate being able to present my opinion to this committee.

First of all some observations: I have noticed, from talking to other parents, & from watching children that there seems to be a general feeling that a lot of the curriculum we are teaching our children is quite difficult for a good percentage of them. Could it be that our students are just not motivated enough to want to succeed?? Or are we pushing them beyond their limits? It seems, at times, that the student who is a bit below average falls so far behind that by about grade 5 or 6 it's almost impossible for him to keep up with his classmates. To my way of thinking this "falling back" and "lack of interest" on the part of many students is far too prevalent.

Also I would like to comment on one other aspect of the education system and that is this.

We cater very much to the mental and physical needs of our students, which is good, but the spiritual and moral side is often completely ignored. It is so important that children be taught to respect themselves, other students, teachers and those in places of authority. It is also important that they be taught how to get along with others and are shown how to develop into useful and productive citizens with goals. So many seem to have no definite goals. These should all be part of our education system otherwise learning just becomes drudgery.

I would also very much like to see the Bible brought into our schools. I would like to see children taught to respect the Christian principles & ideals ~~our~~ on which our country was founded. This gives them a firm foundation on which to build their lives. The Lord's Prayer, the singing of O Canada and Bible readings all should have a part in our education system. Also, many schools never mention the Bible as a source of information on how our world was formed. The students are only given one side of the story to look at, — that being "the theory of" evolution. Are we not giving them a one sided beased view? Do we not think our children can choose for themselves once they have the facts? I feel they can but they must be presented with all the facts.

Education, to me means educating the whole person body, mind and spirit. When this is done we will not be going in the wrong direction but we will see happy well adjusted children anxious to go on to become useful members of society.

Thank You.

Valerie Goudy
(Mrs. Hugh Goudy)
Box 49,
Stoughton, Sask.

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BRIEF

to

the Instruction and Curriculum Review Committee

submitted by: Mrs Cecilia Forsyth on
the behalf of parents
9 Webb Crescent
Saskatoon, Sask S7H 3L5

The educational system by its very nature is so removed from a from a student on a personal level that its relationship to him/her is remote and impersonal. A school health or family life program can provide a student with sexuality information and contraception and speak of the need to be sexually responsible.

However, such an approach will fail because:

1) it denies the importance of the SELF by emphasizing technological control rather than self-control;
2) it fails to understand the importance and necessity of personal morality by making it optional, while at the same time, trying to suggest a social morality;
3) it ignores the true nature of sex education by insisting that proper sexual behaviour will result from information rather than from formation.

Sweden and Denmark have had years of sex education in the schools the result has been increased veneral disease, increased abortion, and increased illegitimate pregnancy.

The 1972 Report of the Royal College of Obstetricians and Gynecologists comments on the failure of sex education to stem the increase of unplanned pregnancy among adolescents.

In the United States, Professor Kingsley Davis of the Board of Sponsors of Zero Population Growth, exposes the false assumptions that underlie most sex education programs. His report to the U.S. Commission on Population Growth and the American Future, he states:

> +The current belief that illegitimacy will be reduced if teenage girls are given an effective contraceptive is an extension of the same reasoning that created the problem in the first place. It reflects an unwillingness to face problems of social control and social discipline, whilst trusting some technological device to extricate society from its difficulties. The irony is that the illegitimacy rise occurred precisely while contraception was becoming more, rather than less, widewpread and respectable.+

Instutitional educational cannnot resolve moral problems because they cannot impart personal moral values in a loving, personal way. If children come to understand sex in the context of parental and family love; they will learn to appreciate the moral and personal value of sex.

Consider the following excerpt:

Sex education is and should be education for love - that is, a great and profound feeling enhanced by unity of life, yearnings and hopes. But such sex education must be conducted without too open and downright cynical selection of physiological problems. Example occupies the most important place here. If the child witnesses from the first year of his life genuine love between father and mother, their mutual respect, aid and concern, and their openly permitted manifestations of tenderness and affection, these will be the most powerful educational factors and will awaken the chils attention to such serious and beautiful relations between man and woman.

This statement is from a guide for sex education published in Soviet Education, a monthly journal of the Academy of Educational Sciences. It is a complete about face from the former Soviet policy of =free love= and sex education in the schools.

For myself and other parents, the concern goes beyond education to reduce the teenage pregnancy problem, the Department of Education must consider the ramifications of family life/sex education on each individual students life - not just a given year in school- but the entire life of the student. Our children are not statistics.

Therefore, we recommend:

THAT the Department of Education recognize the difference between responsible health education and irresponsible family life education;

THAT before the Department of Education undertake education in the area of health and family life, there must be conclusive evidence that not only is the program effective in reducing the social problems of teenage pregnancy, but that 1) the child is not violated in any way by such education and 2) that the familys religious beliefs, or moral standards traditional culture and customs are not compromised in any way by such education.

THAT if the Department decides to promote the use of such programs, we, the parents, would like to speak more specifically to the content of such program.

WHAT ARE WE DOING TO

OUR CHILDREN?

The nation of Denmark is a few years ahead of us on the type of adolescent sex counseling and treatment. . . . It is the wealthiest nation on the continent of Europe, has almost no poverty, and has cradle-to-grave care for all of its citizens. Its intelligence level is high. The Danes traditionally are a vigorous and conservative people.

Pornography was legalized there in 1967. Sex education was made compulsory in the schools in 1970 and was soon integrated into the curriculum. Abortion-on-demand until 12 weeks was legalized in 1973. Many former sexual practices listed as crimes were declared no longer to be crimes and were removed from the statute books. These included homosexuality, statutory rape, indecent exposure, and a variety of other practices. This resulted in a decline in the total number of sexual crimes reported, as one might expect, for there are now, by definition, fewer "crimes."

The ultimate has been achieved in Denmark, for no child, no matter how small, does not know all of the physical details of human reproduction, of intercourse, of contraceptives, how to use them, and how to obtain them free. To most Secularist sex educators, Denmark has achieved a utopian goal. What has been the result?

- Assault rape has increased 300%.
- Veneral disease in the above 20 age, increased 200%.
- Venereal disease in the 16-20 group, increased 250% and in the under 15 age group it has increased 400%.
- Abortions have increased 500%
- Illegitimate pregnancy has doubled.
- Living together without benefit of marriage increased to a total of 15% of all households--the divorce rate in the last six years had doubled.

Hasn't anything declined? Yes, two things:

- The birthrate is the lowest figure in recorded history--way under replacement.
- The other figure lowered has been the age of first intercourse.

(Right to Life of Greater Cincinnati, March 78)

Teenagers accounted for 31% of the 57,564 abortions committed in Canada in 1977. The abortionists, ignoring the well documented studies of increased abortion risks in teenagers, argue that it is better to abort teenage pregnancies because pregnancy is dangerous at such a young age.

Pregnancy at Age 15 - 17 is No Higher Risk

Obstetric risks to the mother and neonatal risks to the baby for pregnancy and delivery in the 15 to 17 age group is no greater than that for women in their 20's, provided the teenager received regular prepartum, delivery and postpartum care. In fact, Dr. E.R. McAnamey said at a recent meeting of the Society of Adolescent Medicine that pregnancy in this age woman may be even healthier for the mother than later pregnancy. (FAMILY PRACTICE NEWS, February 1978) Sask. Newsletter

"Managing the Teenage Pregnancy" (Ob-Gyn Observer, 5/75)

In this article, Dr. John F. Dwyer has shattered the anti-life argument that it is better to abort teenage pregnancies because pregnancy is dangerous at such a young age.

He states: "It has been traditionally thought that teenage pregnancies are marked by a higher-than-normal incidence of complications, including toxemia, anemia, prematurity, prolonged labor, cephalopelvic disproportion, perinatal loss and lacerations.

"But our experience at Roosevelt Hospital indicates that this isn't necessarily so.

"We have analyzed 231 pregnancies in patients aged 12 to 16, seen at our teenage pregnancy clinic between 1966 and 1971. But even though only girls in their early or mid-teens were included, we found no statistically significant increase in complications -except for a slightly above-normal incidence of premature births. This held true even when we studied only the 37 girls in the group who were 14 or younger..."

Dr. Dwyer pointed out "...the vast majority of these teenagers had an uncomplicated, spontaneous labor and delivery; the cesarean section rate among them-2.6%-is well below our routine obstetric clinic rate of over 6%.

"...We do know that those pregnant teenagers who come to the clinic and are followed closely do better than the literature would lead us to expect.

"I feel that the pregnant youngsters should be followed more closely, and that they need more counseling and emotional support than do adults."

Farther along in the article Dr. Dwyer states: "We have been asked if we encountered significant congenital problems in this series. The answer is no."

The statistical tables accompanying the article indicate there were no maternal deaths.

Dr. Dwyer is an assistant professor of clinical obstetrics and gynecology at Columbia University College of Physicians and Surgeons and Chief of Obstetrics at Roosevelt Hosp. New York (Taken from Right to Life Oregon Newsletter LIFE LITE Apr. 77)

DR. ROBERT B. SALTER, PRESIDENT, ROYAL COLLEGE OF PHYSICIANS AND SURGEONS OF CANADA

Widespread abuse has followed the liberalization of abortion law, particularly among teen-agers. An all-too-prevalent phenomenon exists, especially among adolescents, of using abortion rather than contraception as a form of birth control. Under such circumstances, abortion becomes death control. Young people often have stated that methods of birth control are unnatural, "but what could be less natural than the ensuing sacrifice of a developing human life?" Province 28/9/78

TEEN-AGE PREGNANCY
SOMETHING CAN BE DONE

by Eunice Kennedy Shriver

Recently, Ellen Goodman wrote in her syndicated column: "Short of locking the entire teen-age population in their room, the only thing adults can do is help them avoid the most permanent and disastrous of consequences-pregnancy." She was talking about the 600,000 teen-age girls who gave birth to babies in America last year. Planned Parenthood calls teen-age pregnancy an "epidemic." Newsweek calls it a "plague." I find such statements shocking and demeaning - to parents, because they are dismissed as failures; to teen-agers, because it implies they are without values or, if sexual values are held, they are nothing more than raw pleasure principles. Nowhere do I hear a suggestion that teen-age intercourse can be controlled. Nowhere is the opinion expressed that teen-agers might want to control it. Nowhere is it suggested that society itself may be encouraging teen-age sex, then hypocritically condemning its results.

For more then 25 years, I have worked with teen-age girls. And I have been concerned with the complex causes and often tragic outcomes of teen-age pregnancy. In the1950's, as a social worker at the House of Good Shepherd in Chicago and the Penitentiary for Women in Alderson, W. Va., I worked among girls who were often the victims of terrible social pathology-broken families, poverty, uncaring communities. Their pregnancies resulted not from love, but from an absence of love. Not from caring, but from an environment in which no one cared enough. Since those years, the situation has worsened. I have talked to girls in cities throughout the country. There is little that is romantic, passionate or loving in their life stories. Over and over, I hear the refrain: "Everybody's doing it"; "He won't like me if I don't."

You don't have to look far to see what's wrong. Coming from families where there is no communication where the family itself is torn by overwhelming social, economic and even moral dilemmas, many young boys and girls engage in early sexual intercourse as a search for love and a human relationship. In a life lacking warmth or security, it is often only the sexual partner who-however fleetingly-provides this.

And then, of course, there is the world around them. The seductive world of sexual permissiveness, where advertising, magazines, movies, TV, the public figures they admire most of all encourage them to value sexual desirability above everything else. From toothpaste to deodorants, from clothes to cars, we sell our products with the implied message that they will provide us with sex. The idols of our teen-agers are entertainers whose open living arrangements, divorces, pregnancies and abortions are reported as casually as the weather. The teen-ager can indeed by considered the victim of glamour, excitement, the promise of total freedom. And society provides few moral supports to make responsibility and control worth even considering as alternatives.

Yet I believe that our young people want support and do have a sense of values. Why, then, do we insist on treating them as if they have no power to make choices, no ability to say "no" as well as "yes"? The fact is that teen-agers did march against the war in Vietnam. They did demonstrate against the segregation of blacks. They serve as volunteers in city slums and migrant camps. I personally know of teen-agers who quite literally spend all their leisure time helping a mentally-disturbed brother or sister qualigy for Special Olympics, a sports program designed for the retarded. But when it comes to the problems of dealing with teen-age sexuality, people seem to throw up their ha and look for some all-purpose mechanistic solution to supress its results, rather than to confront its causes.

Some suggest that all pregnancies of unwed mothers below a certain age should be aborted. Others propose bringing contraceptives to all sexually-active teen-agers. But giving a teen-age girl the pill will not strengthen her willpower or solve her social or emotional problems. We know that within five years, 50 percent of these girls have their second pregnancy. None of these mechanical solutions deal with the real problem. Instead of focusing only on ways to eliminate teen-age conception or to prevent the infant from being born, we should be repairing the shattered network of communication among families and their children, whose breakdown is responsible for so much adolescent sexual activity. We should be looking for times and places to strengthen these families so there will be less reason for teen-agers to feel rejected and less need to go elsewhere for love.

In addition to jobs, let's provide staggered work hours, so parents can spend more time with their children; better health-insurance programs for families, fewer job transfers that cause such stress and insecurity; more time for maternal leave for working mothers. Let's create opportunitites for personal commitment within the family and in the community. If we listened to our teen-agers, we would discover that they do have values. These values and convictions are developed through work, the family, courage, sacrifice, and commitment. Over the years, I have discovered that teen-agers would rather be given standards than contraceptives.

Whatever sex education is provided, we should insist that it contain a moral as well as biological dimension-not only because it is what we want, it is what our children want. To refuse to discuss the values that pervade our sexual relationships is to teach young people that this important human experience is not a matter for moral reflection and discourse. We do not have to be heavy-handed and moralistic in our discussion of sexuality. Moralistic approaches lay down rigid rules that specify what should and should not be done. But, in rejecting moralism, we should not throw out moral discourse.

It was the late Robert Maynard Hutchins who said: "Intellectual virtues can be taught, but moral virtues are formed by acts." If we can no longer get across to the young that it is morality of our actions that matters rather than simply the consequencies of our acts, we should abandon our pretense at ethics. If we do not involve our teen-agers in moral discourse, if we do not strengthen families, if we do not add a dimension of responsibility and control to sexuality, if we do not care for those who have become pregnant and choose to keep their babies, if we can do no more than propose technological solutions to an issue that concerns human life-what does this say about us?

Excerpted from;

LIFELINES, Fall'78, Vol.7, No.3.

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Feb. 26

A Brief

Presented to:

The Curriculum and Instruction
Review Committee

By

Mr. Leslie L. Krober

3954 Parkdale Road

Saskatoon, Saskatchewan

On Behalf of:

The Saskatoon Evangelical Minister's Fellowship

I am here today representing the Saskatoon Evangelical Minister's Fellowship and as a participant in its sub-committee which has been in dialogue with the Saskatoon (Public) Board of Education regarding curriculum. This sub-committee has been endeavoring to make known once again the beliefs and values of the Evangelical Christian community in Saskatoon so as to influence the curriculum that is being used. The Evangelical community for which I speak exists in approximately forty specific Saskatoon congregations (largely Protestant in persuasion).

We note with interest that the Saskatoon Society for Christian Education Inc. is also presenting a brief to you today. It should be stated that we are not in opposition to what that group of concerned Christian parents is doing. In fact, we are supportive of them. We though (for the immediate future), have committed ourselves to working within the present system. This is not because we disagree with special or separate schools, but because we believe we have something positive to offer to the public school system by way of values, traditions, customs, and religious convictions. We take seriously the words of our Lord, that we are to be 'salt' and 'light' in the world. This means that we are always called to influence our world for good and right and justice and the love of God and man.

We also recognize that our country, which in its beginnings was basically Christian (at least in giving lip service to the Christian beliefs and ethics), has moved a great distance from those beginnings. Canada today is a pluralistic society. At least in Saskatchewan, the public school system (which was originally acknowledged to be the 'Protestant' school system as opposed to the 'Catholic' or separate school system) has become the school system of everyone

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except the Catholics. The public school system now reflects the values and philosophies of all non-Catholic society. Thus, the God and the values of the Protestant Christian faith have of necessity been given less and less influence in the public school system.

In order to offend the fewest possible persons, the lowest common denominator has been sought. The recent report of the Citizens' Advisory Council states it without apology (January 25, 1982). Quoting Dr. Fast, it says, "... There are some common values we as a community could encourage in a public school system ... truth, honor, honesty, ..." But 'dogma' must be strongly resisted. I ask you to note that the public pronouncements of the Saskatoon Public School administration, though they promulgate many values we also support, must, of necessity, leave out the specifically Christian values and philosophies to which that very system originally gave support: belief in God as the source of all values and meaning in life, and in Jesus Christ as the revelation of God to us and the source of our reconciliation or salvation.

I note with interest that the public advertisements of this very review committee affirm:

> Many people feel that the school system should avoid making any attempt to involve itself with personal values. They believe that they are a matter for the individual conscience and cannot be dealt with in a mass education system without overemphasizing the values of one group at the expense of others (underlining mine).
>
> On the other hand, there is provision for tax-supported separate schools which may teach values as part of the curriculum.

(I ask you, if you are not Catholic, what recourse is left?)

I return to the report of the Citizens' Advisory Committee. Its fourth recommendation is as follows:

> That the Board resist efforts to further fragment the school system only to serve the interests of small groups.

The commentary which precedes this recommendation says:

> The Board should resist pressures for 'social exclusivity' that seek to fragment the fabric of our society.

I must respond that the Protestant expression of the Christian faith (which is historically conservative) has for the most part added stability, NOT fragmentation to any society of which it has been a part.

Ladies and gentlemen of this committee, if it is true as you yourselves have stated, that it is impossible to overemphasize the values of one group without detriment to the values of another, then it is also inevitable that 'small groups' will be seeking to have their value systems properly addressed in new or special schools.

The 'resistance' of the Public Boards to such requests will only force more and more groups to seek redress in separate systems. When the lowest common denominator of values becomes the guiding principle, those of us who have deeply-held religious convictions will try to reform the public school systems as much as we are allowed. But, we also see that, given society's constant move towards secular, non-theistic values, separate Protestant schools are inevitable. Our options in order of priority would be these:

1. A return of the public school system to the Protestant belief system which was once its guiding force. (We see this as impractical and impossible given present realities.)

2. A reform of the public school system so that our values at least have a larger impact on the whole than they presently do. (This we are presently seeking to do by:
    a) encouraging Christian teachers from our congregations to work within the system,
    b) by keeping our children in the system,
    c) by working to influence the curriculum as much as possible.)
3. A removal of ourselves and our constituents to new schools, begun so as to allow us to pass on to our children the unique faith and value system we hold dear.

Option number one is already unrealistic. We currently find ourselves working with option number two. Time alone will tell whether or not more of our constituents begin to move towards option number three.

I was born and raised in the United States and so I bring that particular cultural baggage with me. I cannot divorce myself totally of the influence it has had in shaping my thinking.

When I came to Canada in 1975, I was shocked to discover that the Catholic Church was allowed to pay for its own school system with tax dollars. Having been raised with a strong belief in the separation of church and state, I saw and still see this as state support of religion. If that is the direction in which Canada chooses to move, is it not right that all groups should have the same privilege?

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I have also been surprised that no one has challenged such an arrangement in the courts. I have been told that this is a residue of the BNA Act that was designed to protect the minority Catholic group (which was largely French, as well). With the coming of the new Canadian Constitution, it seems to me that those past historical factors no longer apply.

I believe (though I am largely ignorant of Canadian jurisprudence) that, if I had the finances to do so, I could challenge the present arrangement and find it unconstitutional on at least one of the following points:

1. It supports religion through the use of tax dollars, or
2. It now discriminates against some religious groups (Protestants included) by allowing ONLY the Catholics to have tax-supported separate schools.

I am open to correction from those in the legal sphere. Also, because of my first commitment to my calling as a minister of the gospel and my lack of finances, I will not be making such a court challenge in the near future.

I strongly submit, though, that this is a matter to which the Government of Saskatchewan should give serious consideration: the funding of qualified special schools on an equal basis with the Catholic system.

Let me conclude by stating our specific concerns regarding the curriculum currently being used in Saskatchewan.

1. Origins

We are told by Saskatoon administrators that it is acceptable to teach that our universe has its origins in God. But in reality, even though lip-service is given to this position by leadership, to a large extent, this position is ignored in the school systems. (Occasionally, the students who speak for it are made to feel that they are uninformed, religious fanatics. Children in our congregation have experienced this.) We can demonstrate that there is good scientific evidence which lends support to the belief that God created us.

Many fear that to teach this option in the schools is to teach religion as well. This is not necessarily true. It is possible (and acceptable for the Christian community I represent) to teach 'God as creator' alongside the option of evolution without at the same time teaching our particular religion.

There are teachers in this city who can demonstrate such curriculum and methods for you. (In fact, such was done at the recent teachers' meeting held in our city.) We ask your committee to recommend that the science teachers in this province become informed of this curriculum option and that it become a viable part of all science classes on 'origins'.

2. Family Life Courses

We could cite many examples of how these courses have been abused (at least according to our value system, if not yours). We are grateful that 'Family Life 30' (a Grade 12 class) is at least optional. This allows parents who wish to do their own training in sexual and family values to do so.

In regard to this course, though, we have a deep concern that it is taught largely from an 'A-Moral' perspective, allowing students extreme latitude in making up their own minds regarding how far, how soon, etc. in relation to sexual activities. I note with interest that the only time a clergyman is suggested as a resource person in the entire 'Family Life 30' course is in counseling the grieving. No consideration is given to gaining for the young people an exposure to what may still be the single most dominant value system in Canada, namely, the conservative Judeo-Christian value system. Again, there seems to be a fear that to do so would offend those who do not care for it in our pluralistic and democratic society.

We note that 'Planned Parenthood' is cited quite often as a resource organization for health and 'Family Life' courses. They have a very definite value system that is promoted vigorously and which offends many. Should not 'religion' and especially the founding faith of this continent be given at least equal opportunity to influence the values of our youth in relation to sexual things? Or does 'religion' disqualify us?

Finally, in relation to the health sciences, we have been dismayed to hear from time to time that teachers in Grades 7-8 have lead their students in discussions of sexual activities that we believe to be too explicit and too far-reaching (oral sex and masturbation) for that age level. It is our contention that much more specific guidance and cautioning needs to be given to health teachers.

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3. Literature

We often discover that students are assigned novels and short stories to read which are offensive and contrary to (in a forcefully challenging manner) the values we as parents are trying to instill in our children. We believe the school should, at the very least, support the positive values of the home. Much of such material does the opposite.

We discover... when our concerns are made known, the school systems have been sensitive to our desires and have made necessary adjustments. Often, though, these adjustments have come after damage has been done.

We wish to impress on your committee that there is still a large percentage of every Saskatchewan community that is conservative in nature, even when not so due to religious convictions. We ask you to constantly be reminding teachers that just because material is not offensive to themselves, does not mean it is similarly inoffensive to their students.

Many of the 'classics' which present the spiritual realities of our times are being overshadowed by an over-emphasis on literature depicting and sometimes glamorizing the base and materialistic as the only relevant reality of our day. We, of course, wish to speak against these practices.

These are some of the major concerns which currently arise from the churches who identify with the Evangelical Minister's Fellowship in Saskatoon.

We are indebted to you all for the time commitments you are making to this endeavor.

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Feb. 26

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BRIEF

Submitted by: Saskatoon Pro-Life
317-220 3rd Ave S
Saskatoon, Sask S7K 1M1

February 26, 1983

INTRODUCTION

Today, the technology of contraception is geared primarily to suppress fertility. However, with improvements in contraceptive technology, there has been an increased ambivalence and self-alienation in regard to family planning, and thus, pregnancy is often viewed as a 'contraceptive failure'. This (view) has created a disturbing paradox. Contraceptive methods that suppress fertility are promoted as a way to prevent abortion. And yet, abortion has become the technical solution when contraceptive methods fail.

Saskatoon Pro-Life is aware of the pressure on the Department of Education to intensify the use of Family Life Education programs as a vehicle to provide contraceptive education to Saskatchewan teenagers.

At the 1982 professional symposium on the Prevention of Adolescent Pregnancy, which was sponsored by the Department of Continuing Medical and Nursing Education , University of Saskatchewan, and the Saskatchewan Institute on the Prevention of Handicaps, 20 of the 25 recommendations provided to participants for approval were recommendations for contraceptive education and counselling for adolescents. Eight of these recommendations referred specifically to Family Life Education programs. (see Appendix I Prevention of Adolescent Pregnancy Symposium)

QUESTIONS TO CONSIDER

The answers to the following three pertinent questions must be carefully weighed regarding contraceptive education for adolescents.

1. Is contraceptive education effective in reducing adolescent pregnancy?
2. What are some of the implications of contraceptive education in terms of social consequences?
3. What are the alternatives?

QUESTION: IS CONTRACEPTIVE EDUCATION EFFECTIVE IN REDUCING ADOLESCENT PREGNANCY?

Because contraceptive programs are promoted within the context of "the problem of adolescent pregnancy", (i.e. the recent symposium on the Prevention of Adolescent Pregnancy), it may be somewhat surprising to learn that these programs are not intended to reduce illegitimacy and cannot be expected to have this result. Although contraceptive education, in one form or another, was the only solution presented at the symposium, in response to the problem of adolescent pregnancy, resource person, Barbara MacDougall of the Calgary Board of Education, Family Life and Sex Education team stated that *the measure of success of the programs should not be locked in to their results in terms of the effect on teenage pregnancy.*

A widely used reference book, Family Life and Sex Education, by Esther Schultz and Sally Williams contains a statement from Lester A. Kirkendall of the Sex Information and Education Council of the United States (SIECUS):

> *"The purpose of sex education is not primarily to control and suppress sex expression, as in the past, but to indicate the immense possibilities for human fulfillment that human sexuality offers."* [1]

This statement of purpose is contrasted in the book with another;

> *"...the desire on the part of parents and educators to reduce the number of out of wedlock pregnancies, to curb veneral disease, and to counter what many adults see as a frightening revolution in the sexual mores of teenagers."*

Schultz and Williams declare their support for the first statement and their rejection of the second.

The introduction to the Family Life Curriculum used in Saskatoon public high schools contains a quote from Schultz and Williams:

> *"The primary aim of sex education is to help each individual to understand himself as a sexual being in the total sense and to use that knowledge in a responsible manner."* [2]

Contraceptive education is part of this high school program.

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[1] Schultz, Ester D. Williams, Sally R., Family Life and Sex Education: Curriculum and Instruction, Harcourt Brace Jovanovich, Inc. p.4.

[2] Saskatoon Board of Education, Family Life 30, Revised Edition, June, 1979.

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Contraceptive education programmers have not come to terms with the inability of teenagers to use contraceptives effectively. Teenagers are expected to respond in a mature way when they are involved in adult sex activities. However, according to studies of adolescent behaviour, *"rational choice frequently does not appear as part of teenagers' pre-pregnancy thoughts...the reason for this is the relatively immature cognitive processes of adolescents."* 3 (See Appendix II Teenage Development)

There is substantial evidence to support the contention that INCREASED CONTRACEPTIVE EDUCATION RESULTS IN INCREASED SEXUAL ACTIVITY WHICH RESULTS IN INCREASED UNWANTED PREGNANCY.

Professors Melvin Zelnik and John Kantner conducted a study of U.S. adolescents in 1971 and 1976 under the auspices of the National Institute of Child Health and Human Development. They found:

> *a 30% increase in sexual activity over that five-year period, evidence at all levels and particularly amongst women 15 and 17.* [4]

In a report on the same study, in the same publication, 10 months later Zelnik and Kantner noted:

> *"If all other factors had remained the same, the substantial increase in the prevalence of premarital sexual experience among teenage women between 1971 and 1976 might have been expected to result in an increase in premarital pregnancy. Over the same period, however, these same young women reported a dramatic increase in overall contraceptive use, in use of the most effective methods and in more regular use of all methods - changes which, other things being equal, should have led to a decrease in premarital pregnancy...the lack of decline is somewhat surprising in light of data previously presented on changes in contraceptive practices."* [5]

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3 Rogel,Mary J., Zuehlke, Martha E., Petersen, Anne C., Tobin-Richards, Maryse, Micbell, Shelton, "Contraceptive Behaviours in Adolescence: A Decision-Making Perspective", Journal of Youth and Adolescence, Vol 9, No 6, Dec. 1980, p. 493.

4 Zelnik, M. and Kantner, J.F. "Sexual and Contraceptive Experience of Young Unmarried Women in the U.S. 1976 and 1971", Family Planning Perspectives, March/April, 1977.

5 Zelnik, M. and Kantner, J.F., "First Pregnancies to Women Aged 15-19; 1976 and 1971", Family Planning Perspectives, January/February, 1978.

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The increase in contraceptive usage was due to intensive national "family planning" programs during the period in question. The 'lack of decline' was, in fact, *an 18% increase in premarital pregnancy.*[6]

Zelnik and Kantner's studies demonstrate the increase in premarital pregnancy resulting from contraceptive education in the form of family planning programs. The study also suggests that it was these programs which were responsible, at least in part, for the 30% increase in sexual activity during the time of the study. (See Appendix III, Lack of Effectiveness of Sex Education and Drug Programs)

In the Family Life 30 program used in Saskatoon public high schools, the subject of birth control is not found under the sections on Marriage and Parenthood, but as part of the section on the physical and sexual development of adolescents. Programs which present contraceptive education in this way are suggesting that premarital continence is not a norm. Yet, according to the Youth Health and Lifestyles survey in 1980 *65% of Saskatchewan young people have never experienced sexual intercourse by 17 years of age.*[7] One wonders what effect these programs are having on them?

Young people today are subject to tremendous pressure from the media to be sexually active. Our society is being drenched in sexual stimulii. When the schools teach contraception rather than continence, it has the effect of legitimizing the media message that, "everyone is sexually active".

Why are claims made that contraceptive education will reduce teenage pregnancy when it tends to increase it? There is a hidden factor involved. CONTRACEPTIVE PROGRAMS MAY BE EFFECTIVE IN REDUCING BIRTH RATES WHEN ABORTION IS USED AS A BACK-UP TO TERMINATE RESULTING PREGNANCIES.

The Maternal and Child Health Care Project, St. Paul, Minnesota is used as an example of a program which has been successful in reducing teenage pregnancies. When MaryEllen Steiman spoke of the project at the symposium on the Prevention of Adolescent Pregnancy, she reported *the 50% reduction in fertility rate which was achieved.* Note that 'fertility rate' refers to live births plus stillbirths. Ms. Steinman also said *that abortion counselling was not part of the St. Paul program.*

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[6] Ford, James H. and Schwartz, Michael, "Birth Control for Teenagers: Diagram for Disaster", Linacre Quarterly, February, 1979.

[7] Weston, Marianne, Youth Health and Lifestyles, A Report of Work in Progress, Saskatchewan Health, August, 1980, p. 39.

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In the St. Paul study, two high schools had birth control clinics on the premises.[8] Counsellors used student time tables to monitor student contraceptive usage. Students used more effective methods of birth control, more consistently. At the National Abortion Federation Conference (Washington, D.C., May 1980) Dr. Jane Hodgson publicly stated:

> *"I do feel compelled to comment on the St. Paul Clinic... If you will review the figures there was not a 50 percent reduction in pregnancy rate, Dr. Scales, it was a 50 percent reduction in fertility (birth) rate which did not take into consideration, of course, the large number of abortions that were being performed on these students..."* [9]

The St. Paul "family planning" clinics which were used to reduce adolescent pregnancies through the use of birth control, had to resort to abortion for the solution to the increased number of pregnancies - despite increased contraceptive use.

The Report of the Committee on the Operation of the Abortion Law, (the Badgley Report), substantiates this link between contraceptive usage and abortion:

> *"The largest group of women, reporting use of contraception at the time of conception, can be considered to be seeking an abortion as a result of contraceptive failure."* [10]

(See Appendix IV, Contraceptive Failure and Abortion, and Appendix V, Rejection and Non-Use of Contraceptives)

QUESTION: WHAT ARE SOME OF THE IMPLICATIONS OF CONTRACEPTIVE EDUCATION IN TERMS OF THE SOCIAL CONSEQUENCES?

We have already spoken of the increased teenage sexual activity and the increased demand for abortion, both of which are associated with contraceptive education programs. There is convincing evidence that a pregnancy outside of marriage may not be the most devastating consequence of adolescent sex activity. The mental suffering and health problems can be enormous.

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[8] Edwards, D.E. et al, "Adolescent Pregnancy Prevention Services in High School Clinics", Family Planning Perspectives, January/February 1980.

[9] Primum Non Nocere, Newsletter of the World Federation of Doctors who Respect Human Life, December 1980.

[10] Report of the Committee on the Operation of the Abortion Law, Canada, 1977, (The Badgley Report), p. 352.

There are on record 24 sexually transmitted conditions and most doctors are totally unaware of some of them.[11] These include asymptomatic, drug resistant and incurable conditions. The result could be pelvic inflammatory disease, an ectopic pregnancy, a handicapped baby, cervical cancer, infertility and other physical and mental health problems. (See Appendix VI, Sexually Transmitted Diseases; Appendix VII, Pelvic Inflammatory Disease Appendix VIII, Teen Sex and Cervical Cancer)

Oral contraceptives are reported as the most widely used method of birth control and are increasing in use more rapidly than any other method of birth control.[12] This is not surprising when one read the materials being provided to adolescents regarding birth control methods. A paper distributed at the symposium on the Prevention of Adolescent Pregnancy states that the pill is "*Virtually completely sure if you follow directions. Rates higher in effectiveness than any other method.*" Under the heading about side effects it refers to "*few, if any, side effects...(which) ordinarily dimish rapidly or disappear.*" (See Appendix IX, Questions and answers about Birth Control Methods)

The Department of Health and Welfare (Canada) has tabled 51 adverse reactions to oral contraceptives, including depression.[13] Other adverse reactions include interference with skeletal development. (See Appendix X, Maternal Morbidity from Birth Control) Adolescents are seldom able to give a comprehensive family or personal medical history. This makes the prescribing of birth control pills even more hazardous.

Maternal death caused by contraception, sterilization and abortion now exceed those caused by pregnancy. (See Appendix, XI, Maternal Mortality - Deaths from Birth Control; Appendix XII, Spermicides and Fetal Defects)

Dr. Vernon Mark was recently quoted in a CMA Journal article:

> "*In fact, indiscriminate and random sexual couplings may be just about the riskiest game in town as far as good health is concerned.*" [14]

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[11] Bentley, Glass, "It's an Individual Choice", The Wall Street Journal October 26, 1976.

[12] Maurice, John, "Unaware MDs need VD update if they qualified before 1970", The Medical Post, July 15, 1980.

[13] Health and Welfare Canada Report 1978 - Oral Contraceptives.

[14] Korcok, Milan, "Teaching sex: where does biology stop and morality begin?", CMA Journal, March 1, 1982.

The emotional consequences of rejection from serial sexual couplings have yet to be determined.

Professor C. Henry Kempe, the man who coined the term 'the battered child' has given us a definition of child/adolescent sexual abuse:

> *"Involvement of dependent and developmentally immature children and adolescents in sexual activities that they do not fully comprehend, to which they are unable to give informed consent, or that violate social taboos and family roles."* [15]

(See Appendix XIII, Sexual Child Abuse)

A British Medical Journal article on "School Pregnancies" states,

> *"Today, young girls and women are unwitting victims of attitudes and practices currently fashionable in our society and they need help."* [16]

Many studies indicate that family breakdown and family dynmics - not absence of contraception nor the lack of contraceptive information - are the crucial factors in adolescent pregnancies. Youth Health and Lifestyles study of Saskatchewan youth indicated many family factors that contributed to health risking behavious, including sexual activity. (See Appendix, XIV, Family Breakdown and Adolescent Pregnancies)

QUESTION: WHAT ARE THE ALTERNATIVES?

Zelnik and Kantner found that 60% of the teenage girls in their study used abstinence as a method of pregnancy prevention.[17] Using this approach these girls ran a zero risk of becoming pregnant. They were also at no risk from venereal disease, abortion, sterility, cervical cancer and emotional trauma caused by teenage sexual activity. This fact alone suggests the wisdom in advising all teenagers that abstinence is the only completely reliable and safe method of birth prevention for them.

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[15] "Child Abuse in the International Year of the Child", New England Journal of Medicine, November 29, 1979.

[16] "School Pregnancies", British Medical Journal, September 4, 1976.

[17] Zelnik, M. and Kantner, J.F., "First Pregnancies to Women Aged 15-19 1976 and 1971", Family Planning Perspectives, January/February,1978, p. 135.

Although abstience for teenagers is certainly difficult, at the same time it is certainly not unreasonable. According to Youth and Health and Lifestyles:

> *Less than one half (45%) of 15 to 19 year old never-married Saskatchewan youth indicate they have had sexual intercourse.*[18]

If abstinence before marriage is possible and practicable for 55% of teenagers, it should also, (theoretically at least), be possible and practicable for the other 45%, especially if they were given a little more inspiration, encouragement, moral and material support from significant adults and institutions.

SUMMARY

There is evidence that contraceptive education for teenagers may increase teenage sexual activity, teenage pregnancy, and abortion.

Contraceptive education promotes birth control methods which give a false sense of security regarding pregnancy while leaving adolescents open to more than 20 other health threatening conditions.

We are learning that family breakdown (not contraception) may be the crucial factor in the problem of adolescent pregnancy.

RECOMMENDATIONS

2, THAT the Department of Education recognize adolescents' right to protection from contraceptive education and counselling which may relieve them of their health options before they are old enough to understand the serious consequences of the loss of these options.

3, THAT the Department of Education recognize that responsible education in the area of health and family life promote and upholds abstinence from sexual activity as the norm for unmarried adolescents.

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[18] Youth Health and Lifestyles, Saskatchewan Health, 1980, p. 39.

APPENDICES

I. Prevention of Adolescent Pregnancy Symposium

II. Teenage Development

III. Lack of Effectiveness of Sex Education and Drug Programs

IV. Contraceptive Failure and Abortion

V. Rejection and Non-Use of Contraceptives

VI. Sexually Transmitted Diseases

VII. Pelvic Inflammatory Disease

VIII. Teen Sex and Cervical Cancer

IX. Questions and Answers about Birth Control Methods...

X. Maternal Morbidity from Birth Control

XI. Maternal Mortality - Deaths from Birth Control

XII. Spermicides and Fetal Defects

XIII. Sexual Child Abuse

XIV. Family Breakdown and Adolescent Pregnancies

APPENDIX I

PREVENTION OF ADOLESCENT PREGNANCY SYMPOSIUM

NOVEMBER 25-26, 1982

Please complete and leave on the registration desk before leaving the Symposium. Indicate with a check mark if you strongly agree, agree, disagree or strongly disagree with the following suggested recommendations. Add recommendations if you wish.

Recommendation	Strongly Disagree	Disagree	Agree	Strong Agree
1. School boards and School Divisions become more involved with planning and implementing Family Life and Sexuality Education in schools.				
2. Family Life and Sexuality Education be introduced at an earlier level (i.e., Kindergarten).				
3. Social, educational, and recreational alternatives to childbearing be promoted for the native adolescent.				
4. The age of the adolescent should not be considered to be a barrier to providing counselling and health services, including contraceptive counselling.				
5. Professionals should refer the adolescent to another professional if there is a conflict between the professional person's values and the adolescent's needs.				
6. Adolescent sexuality needs to be considered part of the total health and social needs of the adolescent.				
7. Education and services should be available to all adolescents because we are unable to accurately predict those who are at risk for unwanted pregnancy.				
8. Improved postpartum support services should be available to teenage parents so that they can continue their education.				
9. Establish infant day care services for teenage parents.				
10. Establish community educational programs for teenagers who don't continue to high school.				
11. There should be more coordination by the Departments of Health, Social Services and Education in planning programs for adolescents (for example, Family Life Education).				
12. We need more development and evaluation of course material for Family Life and Sexuality Education courses.				
13. There should be improved follow-up in contraceptive counselling to ensure correct and continued use.				

Recommendation	Strongly Disagree	Disagree	Agree	Stror Agre
14. There should be more education for the educators (for example, kits, workshops, courses).				
15. Community Advisory Boards should be established to assist in implementing Family Life and Sexuality Education using the community development approach.				
16. Endorse and support the counselling and educational activities of Planned Parenthood Saskatchewan.				
17. Support (including funding) for a Family Life Education Program should be sought at the grass roots level in the community. This can be accomplished by networking with parents, teachers, Health and related professionals.				
18. The purpose of a Family Life and Sexuality Education Program is not to impose values on students but to expose students to the range of values.				
19. The professionals who work with adolescents in Family Life and Sexuality Education Programs should be selected based on their sincere respect for the adolescent.				
2 . Make Sex Education films/kits available through the Public Library and National Film Board.				
21. Cooperation and involvement of parents should be sought when developing programs and services for adolescents.				
22. More professional time and effort should be devoted to the issue of adolescent pregnancy because of its major long term consequences.				
23. Funding for preventive programs for adolescents should be given a higher priority than treatments and rescue.				
24. Similar regional seminars involving parents and teenagets should be held.				
25. Pilot and demonstration projects throughout the province should be encouraged and funded.				
26. Your recommendations;				

TEENAGE DEVELOPMENT

"The depth of understanding and knowledge of the average 16 year-old is best described as 'impoverished' when compared with that of the 18-year-old." [1]

"Various kinds of behaviour are commonly identified with different stages of child development...For example, Edward Adelson's study of adolescent ideology argues that the perceptions of children are narrow and concrete. As the child goes through adolescence,

> He is ever more able to transcend the sheer particularity of an act, to place behaviour within a web of circumstances ...by expanding and commanding time, linking past to present and present to future: the act has a history and its effects extend forward in time...
>
> The young adolescent is locked into the present. His view of the future is constricted: he may grasp the effect of today on tomorrow, but not on the day after tomorrow. (Chilman, 1979, p48)

Hence, it is not surprising that young adolescents, male or female, may be unable to grasp the future significance of early childbearing either on their own lives or that of their offspring... they are apt to make a more arbitrary choice based on impulse rather than consideration of future costs and benefits." [2]

"Diamond et al, (1973) as well as Westoff and Westoff (1968) reported that rational choice frequently does not appear as part of teenagers' pre-pregnancy thoughts; and Campbell et al, (1975) write that many births to teenagers seem simply to 'result from the failure to decide.' They suggest that teenagers engage in contraceptive risk-taking with no apparent notion of the meanings and consequences of their actions. Cognitive-development theorists (Baizerman, 1971; Hill, 1973; Cobliner, 1974) suggest that the reason for this is the relatively immature cognitive processes of adolescents. Adelson (1975) reports that young adolescents rarely reason in cost/benefit terms, instead making their choices arbitrarily and impulsively. "

In the summary and conclusions of the same paper, the authors conclude, "However, past interventions have shown us that simply giving knowledge and rapping about birth control are not enough to prevent unwanted or unplanned pregnancies.[3]

"Many immature young girls can obviously be pressured into agreeing to intercourse for a variety of reasons, including the need to prove spurious maturity. However, all surveys show that these same youngsters cannot be pressured into the adult activity of consistent use of contraception. Failure to recognize the developmental nature of these factors apparently is at the root of the concommittant efforts of the new sex educators to bring about a fundamental change in attitudes and values."[4]

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"Yet numerous studies have revealed (e.g., Babikian and Goldman, 1971; Shouse, 1975) that pregnant adolescent girls believe pregnancy couldn't happen to them because they haven't made a conscious choice to become pregnant. Little realization exists of the relation between intercourse and pregnancy. The implication is that the stage of cognitive development of some adolescents is not adequate to understand the possible outcomes of their behaviour."[5]

"The deficiencies and the inability to establish relationships is particularly true for adolescent girls who have been involved in such unrestrained sexual activity. For them, the disturbances are even more pronounced when we explore their attitudes towards the possibility of pregnancy. They usually did not take contraceptive measures very seriously, and spoke of their readiness to bear children. Simultaneously, they revealed their inability to comprehend, even minimally, the meaning of love and security."[6]

[1] Carol A. Cowell, M.D., "Wilful exposure to unwanted pregnancy", CMA Journal, November 16, 1976.

[2] Maris A. Vinovskis, "An 'Epidemic' of Adolescent Pregnancy? Some Historical Considerations", Journal of Family History, Summer 1981, p. 225.

[3] Mary J. Rogel, Martha E. Zuehlke, Anne C. Petersen, Tobin-Richards, Maryse, Shelton, Micbelle, "Contraceptive Behavious in Adolescence; A Decision-Making Perspective", Journal of Youth and Adolescence, Vol. 9, No. 6, December 1980, p. 493.

[4] Rhoda L. Lorand, PhD., "The Betrayal of Youth", The Heritage Foundation, Summer 1979.

[5] P.C. McKenry, L. H. Walters and C. Johnson, "Adolescent Pregnancy: A Review of the Literature", The Family Coordinator, January 1979.

[6] "Psychological Problems of Adolescent Sexuality", The Ford Report, Winter-Spring, 1978.

APPENDIX III.

LACK OF EFFECTIVENESS OF SEX EDUCATION AND DRUG PROGRAMS

"In almost equal numbers, women who were having induced abortions who had no instruction used the same type of conctraception as the women who had such instruction in schools. The findings for these women do not lend support for the usefulness of current contraceptive and family life education programs undertaken at schools across Canada." (1)

"In the case of women who had induced abortions, there was virtually no difference in the use of contraceptive methods between women who had had sex education and contraceptive counselling and the use of such measures by women who had not had such instruction." (2)

"The current belief that illegitimacy will be reduced if teenage girls are given an effective contraceptive is an extension of the same reasoning that created the problem in the first place. It reflects an unwillingness to face problems of social control and social discipline, while trusting some technological device to extricate society from its difficulities. The irony is that the illegitmacy rise occurred precisely while contraception was becoming more, rather than less, widespread and respectable." (3)

'Telling children all about drugs on the assumption it will put them off using them is incorrect, says a United States drug and alcohol counsellor. Programs in the past, particularly in schools, have given children full information about drugs but 'this just teaches the children the language so they know how to order', says Patricia O'Gorman, director, division of prevention, National Institute on Alcohol Abuse and Alcoholism (NIAAA)." (4)

"The WEUP syndrome (otherwise known as 'Wilful Exposure to Unwanted Pregnancy') has been well documented in a number of psychiatric publications." (5)

(1) Report of the Committee on the Operation of the Abortion Law, Canada 1977 (The Badgley Report), p.376.
(2) Badgley Report, p. 24
(3) Oversight of Family Planning Programs, 1981 Hearing before the Committee on Labor and Human Resources, United States Senate, March 31, 1981
(4) Addiction Research Foundation Newsletter, Dec. 1, 1981
(5) Cowell, Carol A. M.D. CMA Journal, Nov 16, 1974, Vol 111, "Wilful Exposure to Unwanted Pregnancy".

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CONTRACEPTIVE FAILURE AND ABORTION

"The largest group of women, reporting use of contraception at the time of conception, can be considered to be seeking an abortion as a result of contraceptive failure." [1]

"An unresolved question is why among women reporting the use of a contraceptive method at the time of conception there should have been such a high level of unwanted pregnancies associated with the use of the pill and IUD." [2]

"A large proportion of the women (84.8 percent) who were seeking an induced abortion were contraceptively experienced. It was factors other than their lack of knowledge or exposure to contraceptives that were involved in accounting for their unwanted pregnancies." [3]

"As Malcolm Potts predicted in 1973, 'As people turn to contraception there will be a rise, not a fall, in the abortion rate." [4]

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[1] The Badgley Report, p. 352.
[2] The Badgley Report, p. 353.
[3] The Badgley Report, p. 341.
[4] Newsletter World Federation of Doctors Who Respect Human Life, Vol 1, Numbers 3 & 4, December 1980.

REJECTION AND NON-USE OF CONTRACEPTIVES

"It is obvious from the large number of illegitimate births, legally and illegally induced abortions, and legitimate but undesired pregnancies in this country and abroad that contraceptive measures are commonly ignored or actively rejected by a substantial proportion of coitally active human beings who consciously deny pro-creative intent ...Even with the future availability of an "ideal" contraceptive, it is probable for reasons of psychology rather than technology that social systems which require or allow volitional and individually initiated contraceptive use as the sole method for population control will fail to accomplish that goal." [1]

Psychiatrist Dr. Eloise Jones of Saskatoon recommended approximately 500 therapeutic abortions between 1970 and the summer of 1972, at which point she stopped this practice, after she had come to certain conclusions. After listening to the reasons for non-use of contraception, she concluded,

"It became increasingly clear to me that simply to push an educational program advocating the use of contraceptives such as the pill would not appreciably affect the growing number of candidates for therapeutic abortion. There was just no point to it. More and more pregnant women were deciding they did not want their pregnancy to continue; as increasingly large number were using therapeutic abortion as a means of birth control." [2]

"We've sold our youth on sexual behaviour. I don't know why we can't sell them on contraception' says Dr. Marion Powell[3] of the population unit, School of Hygiene, University of Toronto."

"Dame Josephine Barnes, President of the National Association of Family Planning Doctors in the United Kingdom and President Elect of the British Medical Association, expressed great concern that, in England, despite free contraceptive service, counseling, and better sex education, the number of abortions is still increasing. 'It's a disquieting feature of the abortion scene,' she said." [4]

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[1] Eugene C. Sandberg, M.D. and Ralph I. Jacobs, M.D., "Psychology of the Misuse and Rejection of Contraception", American Journal of Obstetrics and Gynecology, Stanford, California, 1971.

[2] Eloise Jones, "A Psychiatrist's Experience with Legal Abortion in Canada," Death Before Birth, Toronto, 1974.

[3] Kathleen Rex, "Doctor says young have been sold on sex, must be told contraception also necessary", The Globe and Mail, February 15 1974.

[4] "Points of View on Abortion", Medical Post, January 1979. Advertising Supplement, Wyeth Limited.

SEXUALLY TRANSMITTED DISEASES (STD)
Also known as Veneral diseases (VD)

"We now record 24 sexually-transmitted conditions and most doctors are totally unaware of some of them." 1

"There has been a dramatic rise in the incidence of sexually-transmitted diseases (STD) reported in Canada during the last decare, according to figures recently released by the federal government." [2]

"The diseases which can be contracted sexually are many and comprise those due to spirochetes, such as syphilis; those due to bacteria, such as gonorrhoea, chancroid, and granuloma inguinale; those due to Chlamydia, such as non-specific urethritis and lymphogranuloma venereum; those due to viruses, such as genital herpes, veneral warts, and molluscum contagiousum; those due to protozoa, typified by trichomoniasis; those due to fungi; such as candidiasis, and those due to parasites, such as scabies and pediculosis pubis. In addition a number of other pathogens have been found to be sometimes transmitted sexually, including mycoplasmas, B streptococci, cytomegalovirus, and the virus of hepatitis B. Occasionally even amoebiasis and threadworms can be passed in this way." 3

"None mention that the painful and dangerous veneral disease, genital herpes, is not curable, nor that some strains of gonorrhea are penicillin resistant and sterility may occur during the time a cure is sought. Nor do any of these sources take note of the fact that Cytomega lovirus, another sexually transmissible disease which cripples and retards more infants than German measles, is also incurable." 4

"...it has been estimated that a male having a single intercourse with a gonorrhoea-infected female will become infected 20-25% of the time (Holmes et al, 1970)...On the other hand, the female is almost certain to be infected during intercourse with an infected male." 5

"Doctors have noticed another trend in patients who contact sexually transmitted diseases. They often have more than one infection. For example, in one series, 90 percent of the patients with herpes also had gonorrhea, 40 percent had a fungus infection, 25 percent suffered from a common disease called trichomonas and 12 percent had veneral warts." 6

"Genital herpes has soared to epidemic proportions in the United States with up to 20 million people suffering from the disease and the caseload is growing by an estimated 400,000 a year." 7

"Fifty to 75 percent of mothers with infected babies have no known history of recurrent genital herpes,' said Dr. Ann S. Yaeger, 'whereas if the mother is known to have HSV-2 we have a good record of protecting her baby.'" 8

1 John Maurice, "'Unaware' MDs need VD update if they qualified before 1970", The Medical Post, July 15, 1980.

2 "VenerealDisease rate on dramatic upswing", The Medical Post, May 18, 1982.

3 R.R. Willcox, M.D., F.R.C.P., "What are the Chances of Catching VD?", Resident & Staff Physician, September 1976.

4 Rhoda L. Lorand, PhD, "The Betrayal of Youth", Education Update, The Heritage Foundation, Summer 1979, p. 8.

5 R.R. Willcox, "What are the Chances of Catching VD?", Resident & Staff Physician, September 1976.

6 W. Gifford-Jones, M.D., "Why has herpes virus gone on the rampage?" Globe and Mail, October 30, 1980.

7 The Medical Post, May 18, 1982.

8 The Medical Post, April 20, 1982.

PELVIC INFLAMMATORY DISEASE

"Pelvic inflammatory disease is a complex disorder in which organisms present in the vagina and lower cervix ascend into the normal sterile areas of the upper genital tract, causing an inflammatory reaction in the fallopian tubes and adjacent structures. The disease is usually divided into gonococcal and nongonococcal types..." 1

"Pelvic inflammatory disease (PID) is now a "silent epidemic" infecting 850,000 women a year, and the result is a rising incidence of ectopic pregnancy and sterility." 2

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1 David Taylor-Robinson, M.D. and William M. McCormack, M.D., "The Genital Mycoplasmas", The New England Journal of Medicine, May 1, 1980.

2 "PID causing rise in ectopic pregnancy, sterility", The Medical Post June 3, 1980.

TEEN SEX AND CERVICAL CANCER

"But it is the sharp rise in abnormalities being picked up in girls under 20 in a mere three years that is the most cause for alarm. It is thought that early sexual activity with multiple partners and changing mores is at least partly responsible...When the data was sorted out by lesion types, carcinoma incidence had tripled over the same period. 'Cervical cancer and pre-cancer is a venereal disease classically related to early age onset of coitus, often with multiple partners. One or more of these may be 'high risk' males." [1]

NOTE: Not all cancer of the cervix is a result of VD or promiscuous behaviour.

"Cervical cancer is almost unknown in virginal women. It is more common among promiscous women. In this instance, I think promiscuous means starting young, even in the early teens, and having a large number of sexual partners.

However, an interesting new finding has been reported by some gynecologists at the University of Montreal. They suggested that the age of first sexual intercourse may be more important as a link to cervical cancer than the number of sexual partners. They found that women who began sexual activity before 19 more often developed cervical cancer than did women whose sexual activity began between 25 and 34.

They also found that promiscuity -- measured by the number of sexual partners -- did not seem to alter the rates of cervical cancer." [2]

"Bacteria in semen probably cause cancer of the cervix in women, according to a five-year Swedish study of 450 patients and controls.

Furthermore, the man is usually asymptomatic. The report on the study also says it may take as little as several weeks for frank cancer to develop." [3]

"Epidemiologic evidence suggests that squamous-cell carcinoma of the cervix and its precursors are a venereal disease and that a woman's risk is related to her age at first intercourse and the number of sexual partners she has. Risk may also be related to the promiscuity of the male partner as an independent variable. There is little doubt that changing sexual practices have substantially increased the aggregate risk of development of cervical neoplasia, particularly in young women." [4]

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[1] "Changing sexual mores blamed for tripled teen cervical cancer rate" Medical Post, February 14, 1978.

[2] Dr. G. T. Johnson, "Sex before 19 linked to cervical cancer", Toronto Star, March 22, 1979.

[3] Jean McCann, "Semen may be cancer bearer", Medical Post, August 12, 1980.

[4] Ralph M. Richart, M.D. "Current Concepts in Obstetrics and Gynecology", The New England Journal of Medicine, February 7, 1980.

Appendix IX
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QUESTIONS AND ANSWERS ABOUT BIRTH CONTROL METHODS MOST WIDELY USED IN CANADA

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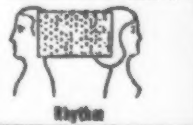
	The Pill	Intrauterine Devices	Diaphragm	Condom	Chemical Methods	 Rhythm
WHAT IS IT?	A combination of synthetic hormones very much like those a woman produces in her own body. There are many varieties of the pill available on prescription. The most commonly used type employs a balanced combination of progestin and estrogen in each pill. The hormone action of this type of pill is similar to that of the hormones secreted by a healthy woman at times when ovulation is normally inhibited. Dosages of this type of pill have been reduced to the point where one of the newest contains only 0.5 mg. of the active progestin. Another type, used in the sequential method, consists of two kinds of pill. One kind is taken for 11 days and the other for 10 days. The combination pill, however, is considered to be the more certain one of preventing unwanted pregnancy.	A small object (loop, spiral, ring) made of plastic or stainless steel.	A flexible, cup-shaped device made of rubber, inserted before intercourse. It is used with vaginal cream or jelly.	A thin sheath or cover made of rubber or similar material. It is worn over the penis during sexual intercourse.	A vaginal foam, jelly, cream, suppository or tablet. A special powder or fluid, applied with a sponge, is also available.	A plan of avoiding sexual intercourse during the wife's fertile period — that is, just before and just after an egg has been produced in her body.
HOW DOES IT WORK?	Prevents the ovary from releasing an egg cell. With no egg cell present, a woman cannot become pregnant.	It is inserted into womb by a doctor and left there indefinitely. Exactly how it works to prevent pregnancy is not completely known but it does not prevent the ovary from releasing eggs.	It is placed in the vagina to cover the entrance to the womb. If properly inserted, it prevents sperm from passing into the womb.	It catches and holds the husband's sperm, so they cannot enter the vagina and fertilize an egg cell.	Acts in the vagina by coating the surfaces and the entrance to the womb. Destroys sperm cells and may act as a mechanical barrier as well.	Most women release an egg cell about once a month — usually about 14 days before menstruation. This may vary from month to month and it is necessary to determine as accurately as possible when an egg will be produced.
HOW RELIABLE IS IT?	Virtually completely sure if you follow directions. Rates higher in effectiveness than any other method.	Not as effective as the pill, but will prevent pregnancy in a majority of instances. However, it may be expelled unknowingly. Ordinarily not recommended for women who have not had children as it is difficult to insert in such cases.	If used correctly, many women have a high degree of success. Among consistent users, about 2 or 3 women out of 100 become pregnant each year. If diaphragm is improperly placed or becomes displaced during intercourse, pregnancy can result.	It offers good protection if the husband uses it correctly and consistently. Failures are due primarily to tearing of the condom or to its slipping off during the sex act.	Not rated as effective as the first four methods described, although some women have used them successfully. Vaginal foams rate somewhat higher in effectiveness than the other chemical methods.	Uncertain unless the menstrual cycle is regular and you can accurately figure out your fertile period. Correct use means having no sex relations for the specified time — often as long as half of each month.
HOW DO I USE IT?	Ask your doctor. The most usual schedule is one pill a day for 21 consecutive days each month, beginning five days after the menstrual period starts. Essentially this 21-day cycle is repeated each month until you wish to try to have a baby.	Inserted by doctor. It is important to return at least once a year for a thorough examination. Must also be checked frequently, by feeling to make sure it has not been expelled.	The doctor will fit you and show you how to insert it. You should return to the doctor at least every two years, and after each pregnancy, to have the diaphragm checked for size.	The husband puts it on his penis after erection, and well before climax. For extra protection the wife should use a contraceptive jelly, cream or foam.	Read and follow the instructions. Must be used before each sex act. Provides protection for about an hour.	Consult a doctor or a rhythm clinic for help in determining when your fertile period is likely to be each month. You will need to keep records of previous menstrual periods for a number of months.
WHAT ABOUT SIDE EFFECTS AND OTHER OCCURRENCES?	The majority of women experience few, if any, side effects. In studies, less than 5 per cent discontinued use of the newer low dose combination pills for this reason. However, occasional side effects, some of them serious, may occur. If they do, you should discuss them with your doctor. The more common ones usually occur in early cycles of use, then ordinarily diminish rapidly or disappear.	Many women have no problem. Others have cramps and bleeding between menstrual periods. In a relatively few cases, the device has perforated the womb and entered the abdomen. If there is excessive discomfort the doctor will remove the device.	None, if properly inserted. Some women do not like to insert a diaphragm. Others find it distasteful to remove and clean.	No physical side effects.	No physical side effects.	No physical side effects.
DOES IT AFFECT SEX RELATIONS?	Many couples say they enjoy sex relations more because they do not worry about pregnancy.	There is little or no feeling of its being in the womb. If properly inserted, neither partner should be aware of it.	If properly inserted, neither husband nor wife should feel it.	Some couples object to the condom because they must interrupt activity to use it. Some men dislike it because it interferes with their full sexual enjoyment.	Drainage of the preparation from the vagina is objectionable to some couples. Foaming tablets may cause a temporary burning sensation.	Most couples are unwilling — or unable — to refrain from sex relations for the length of time required to be "safe".
WHERE CAN I GET IT? WHERE CAN I FIND OUT MORE ABOUT IT?	Consult your doctor, or family planning clinic. Your doctor or the clinic doctor will talk with you and examine you before prescribing the pill. The clinic, or a local pharmacy, will fill the doctor's prescription. Your doctor, or the clinic, can answer your questions, and will probably give you informative material to accompany your prescription.	Obtained from a private doctor or family planning clinic. The doctor will examine you and decide if the device is suitable.	A private doctor or family planning clinic can supply you.	At any drug counter. No prescription is required.	At any drug counter. No prescription required.	Consult a doctor or family planning clinic.

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MATERNAL MORBIDITY (DISEASE AND DYSFUNCTION) FROM BIRTH CONTROL

The Department of Health and Welfare of Canada has documented 51 adverse reactions due to use of oral contraceptives. These include reactions affecting the brain, lungs, heart, kidneys, liver, gall bladder, breast, eyes and cervix. Mental reactions include nervousness and mental depression. (See following page).

Ortho Novum Oral Contraceptives

"Warnings: Assess adolescent patients for adequate skeletal development prior to medication, since oral contraceptives may accelerate epiphysial closure."[1] (Interference with growth.)

Mental Health

Ortho Novum Oral Contraceptives

"Warnings: Patients with a history of emotional disturbances, especially the depressive type are more prone to have a recurrence. In cases of serious recurrence, a trial of an alternate non hormonal method of contraception should be made which may help to determine if the symptom is therapy related."[2]

"Mild to moderate depression syndromes may occur in 10 to 40% of women taking oral contraceptives."[3]

Ectopic (out of place) pregnancies

In Canada the number of ectopic pregnancies has escalated every year from 2,458 in 1972 to 3,551 in 1978. Teenage ectopic pregnancies have escalated from 152 in 1972 to 194 in 1978. Ectopic pregnancy is a life-threatening condition.[4]

Oral contraceptives, the IUD, female sterilization, pelvic inflammatory disease and sexually transmitted diseases have all been named as culprits.

1. Ortho Novum, Ortho Pharmaceutical, Compendium of Pharmaceuticals and Specialties, Canada, 1982.

2. Ibid

3. Kane, Francis J. Jr., M.D., Baylor College of Medicine, Houston, "Evaluation of Emotional Reactions to Oral Contraceptive Use", American Journal of Obstetrics and Gynecology, 126: 968-972, 1976, reported in Modern Medicine of Canada, "Several mechanisms bring depression with oral contraceptives", 1976.

4. Statistics from Hospital Morbidity, Statistics Canada, 1978.

ADVERSE REACTIONS

An increased risk of the following serious adverse reactions has been associated with the use of oral contraceptives:

Thrombophlebitis
Pulmonary embolism
Mesenteric thrombosis
Neuro-ocular lesions, e.g., retinal thrombosis and optic neuritis
Myocardial infarction
Cerebral thrombosis
Cerebral hemorrhage
Hypertension
Benign hepatic tumors
Gall bladder disease
Congenital anomalies

The following adverse reactions also have been reported in patients receiving oral contraceptives:

Nausea and vomiting, usually the most common adverse reaction occurring in approximately 10% or less of patients during the first cycle. Other reactions, as a general rule, are seen less frequently or only occasionally.
Gastrointestinal symptoms (such as abdominal cramps and bloating)
Breakthrough bleeding
Spotting
Change in menstrual flow
Dysmenorrhea
Amenorrhea during and after treatment
Temporary infertility after discontinuance of treatment
Edema
Chloasma or melasma which may persist
Breast changes: tenderness, enlargement, and secretion
Change in weight (increase or decrease)
Endocervical hyperplasias
Possible diminution in lactation when given immediately postpartum
Cholestatic jaundice
Migraine
Increase in size of uterine leiomyomata
Rash (allergic)
Mental depression
Reduced tolerance to carbohydrates
Vaginal candidiasis
Premenstrual-like syndrome
Intolerance to contact lenses
Change in corneal curvature (steepening)
Cataracts
Changes in libido
Chorea
Changes in appetite
Cystitis-like syndrome
Headache
Nervousness
Dizziness
Hirsutism
Loss of scalp hair
Erythema multiforme
Erythema nodosum
Hemorrhagic eruption
Vaginitis
Porphyria
Impaired renal function

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MATERNAL MORTALITY - DEATHS FROM BIRTH CONTROL

"The transfer from traditional to modern methods of contraception in recent decades has been accompanied by a transfer of deaths from complications of pregnancy to deaths from complications of the modern contraceptive methods."[1]

"Deaths caused by contraception, sterilization and abortion now exceed those caused by pregnancy itself, according to a study of reproductive mortality statistics since 1955 by the Centre for Disease Control in Atlanta."[2]

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1. Valerie Beral, "Reproductive Mortality", British Medical Journal, September 15, 1979.

2. "Deaths caused by contraception are increasing, U.S. study finds", The Catholic Register, June 19, 1982, from the Journal of the American Medical Association, May 28, 1982.

SPERMICIDES AND FETAL DEFECTS

"The retrospective study of 4,772 women, published in the Journal of the American Medical Association (April 3), claims that women who used spermicides as a contraceptive within 10 months of conception bear twice as many children with birth defects. They also have 1.8 times as many spontaneous abortions requiring hospitalization as women who do not use these products." (1)

"'Essentially," Dr. H. Huggins said, 'what was found was that the rate for congenital malformations in the users was twice that of the rate in the non-users, two percent versus one percent. In addition to the increase of congenital malformations there was virtually a doubling of the spontaneous abortion rate, comparing users to non-users.'" (2)

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1. Peter deVries, "Report raises doubts", Medical Post, May 5, 1981.
2. Michele Kogstad, "Questions on spermicide use still unanswered", The Medical Post, May 4, 1982.

SEXUAL CHILD ABUSE

"The problems of sexual exploitation of children have received increasingly greater attention in the past five years, and Professor C. Henry Kempe has noted that we are now discovering sexual abuse, just as in the early 1960's we discovered child abuse. He defines sexual abuse as 'the involvement of dependent and developmentally immature children and adolescents in sexual activities that they do not fully comprehend, to which they are unable to give informed consent, or that violate social taboos of family roles.'"[1]

"Certainly, we encourage children to make decisions when the consequences of those decisions will not be tragic if a wrong choice is made. That's part of growing into independent, mature adulthood. But it's something else when we burden children with the responsibility of making decisions that require maturity and understanding that they do not have, and the consequences of which may be beyond their coping ability. Parents ought to be outraged over "it's your decision" type of drug education and demand that if the school is determined to provide "drug education" that it support parental beliefs and authority, and above all, that it support the law. We cannot tolerate drug abuse as a "do your own thing" option."[2]

The above paragraph regarding drugs could just as easily be applied to sex education.

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[1] "Child Abuse in the International Year of the Child", New England Journal of Medicine, November 29, 1979.

[2] Barbara M. Morris, "Change Agents in the Schools", Report 1979, Ellicott City, Maryland 21043.

FAMILY BREAKDOWN AND ADOLESCENT PREGNANCIES

"Many adolescent unwed mothers come from poor families and broken homes. Many are from single-parent or remarried (blended) families or disrupted (separated or divorced and remarried) families, says TERRA co-ordinator Sharon Whitworth. Alcoholism in the family also plays a role with many of the girls who get pregnant.

In fact, family dynamics are often the key to a teenager's becoming pregnant, thinks Lois Hritzuk, co-ordinator of counselling at the Adult Day Centre in Calgary."1

"Pregnant teenagers have strikingly poorer relationships with their fathers than non-pregnant teens, according to a unique study done by Dr. Sarah Landy of Regina. Of the 50 teenagers, teenage mothers and mothers over 20 years of age who were studied, 83 percent of the mothers had absent, negligible or abusive relationships with their fathers. Of the non-pregnant teenagers, 75 percent reported good relationships with their fathers. Dr. Landy's short-term longitudinal study shatters many misconceptions about teenage pregnancies. It found that most of the girls knew about birth control methods, but failed to use them -- which contradicts many other studies (including a recent Winnipeg Maternal and Child Health task force study) that blames a lack of contraceptive knowledge for teenage pregnancies."2

"In North America, the suicide rate among adolescents is four times higher than it was 20 years ago. Every year 6,000 to 8,000 teens kill themselves, and for every suicide there are 50 attempts, a panel of speakers reported to the Ontario Medical Association meeting at the Inn on the Park yesterday...Parents are less available to them. They're involved in their own individual pursuits...Many kids, 12 to 14, are dealing with problems beyond their years -- drinking and sex ...People assume they have a maturity they don't have."3

Teenage suicide is caused primarily by family breakdown and false impressions from television, according to a CBC news report. Of all teenagers who commit suicide, 75 percent are girls, and 75 percent come from broken homes.4

"The causes contributing to this serious social issue are many; among those of most concern to home economists are the deteriorating structure of family life and the increasing number of single parent families. This has led to alienation and lack of communication between many parents and their children. In combination with present day attitudes of a permissive society, a decline in moral values and conflicting sexual role models, great pressure is placed on young vulnerable adolescents (Westlake, 1980, 1969). This situation is further aggravated by the media and advertising with its obsession with sex, and their constant emphasis on 'instant' gratification and happiness. For most adolescents, emotional maturity and judgement has not kept pace with more and more rapid physical development. This has given rise to confusion, conflict and often rejection of authority, and of the family. One consequence appears to be increased sexual activity, and combined with immaturity and a surprising ignorance of basic biological functions, pregnancy all too frequently results. (Young, 1977)."[5]

"Among the adolescents evaluated by the author, almost half the girls came from a single-parent household in which the mother or father was dead or had no contact with the family. In view of the fact that one parent was frequently absent, the question might be raised as to whether the girl perceived the pregnancy as replacement for the loss."[6]

"Those who feel inadequate and unacceptable often engage in sexual activities to gain peer approval. They also noted that adolescents use sexual activities to rebel against parents and to 'get even' with them for real or imagined grievances. Adolescents were also found to use sexual activities or pregnancy to escape from a life situation or to get away from home. They also found that sexual activities could be a cry for help, a search for love, or an act of self-destruction. They concluded '...it appears likely that the pattern of resolving non-sexual conflicts by means of sexual activity is detrimental to the development of the true intimate interpersonal relationships in adolescents and young adults.'"[7]

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[1] Phyllis de Luna, "Teenagers in Crisis: The Unwanted Pregnancy", The ATA Magazine. (The Alberta Teachers' Association)

[2] "Pregnant teens have trouble with their dads", The Medical Post, April 6, 1982.

[3] "Lonely '80's kids turn to suicide", Toronto Star, June 3, 1982.

[4] "Suicides", CBC 11 O'Clock News, June 16, 1982.

[5] "Adolescent Pregnancies", Position Paper - Canadian Home Economic Association, Canadian Home Economics Journal, Summer 1981.

[6] Lillian Pike Cain, Ph.D., "Social worker's role in teenage abortions", Social Work, January, 1979.

[7] The Ford Report, United States Coalition for Life, 1978, p. 5.

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Submission

To The

SASKATCHEWAN DEPARTMENT OF EDUCATION

PUBLIC MEETING

Regarding

CURRICULUM - INSTRUCTIONS REVIEW

Saskatoon

Saturday, February 26, 1983

From

The Parents of the Grade 5/4 French Immersion
Class, Victoria School

cc : Mr. Harvey Chatlain
Second Language Education Coordinator
Saskatoon Board of Education

Mr. Gary Armstrong
Principal
Victoria School, Saskatoon

Nora Russell
President, Home & School
Ecole Victoria School, Saskatoon

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Mr. Chairman, Members of the Committee and all interested persons and parents:

I am representing the parents of the Grade 5/4 French Immersion programme at Victoria School here in Saskatoon, and with the support of the local chapter of Canadian Parents for French. This is the lead class in our system. The parents, since the programme's inception, have supported the teachers as they mapped out week by week the programme content, as they searched for or translated, page by page, the resource materials to back up that content. Watching the teachers using their own time for this so as to minimize the impact on the children, we saw them "burning out" because they were doing an additional job which was not their responsibility. We do not deny that the finding of resource material to extend the programme is certainly within the teachers' realm of responsibility.

We encouraged the Administration, on their behalf, to provide some relief for the teachers. We lobbied our Board of Trustees (as recently as November 1982) to reaffirm its commitment to the programme. Both of these we have secured.

But still our French Immersion teachers must spend more of their time in programme development than their English stream colleagues. For, despite all the valiant efforts at the local level, we must still look to the Provincial Department for direction in the form of a Curriculum.

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You, the Department, have accepted at last that French Immersion is a FACT, not a FAD! You have responded to this through the creation of the "Official Minority Languages Office". But, having waited to prove the FACT, it is all the more urgent, now, that the curriculum be in place and that guidelines and dates set be achieved with a sensitivity toward the future needs of the children already in the programme, giving some priority toward the lead class.

The teachers finally have guidelines for Mathematics, for Science and some for French language Arts. But, they need them for the other subjects as well -- particularly for Social Studies.

Once these are in place, the first step will be complete. However, the philosophical guidelines of a curriculum are of little use if they are not supported with texts and other resource materials which the Department experts have approved. Approved resources must be just as accessible to French Immersion teachers as English language resources are to the English stream teachers. Approved, accessible resources have to be relevant to the Saskatchewan reality, not imported.

Due to the double dose of French and English Language Arts, there is less time available to our children for other than Language Arts subjects, so the need is even more acute for resources to be available to staff and students.

Next year our children will be in Grade 6. At this level they should be introduced to computers. Can you ask their classroom teacher to adapt the English computer course to French in addition to his or her daily preparation duties, which are already overloaded?

In three short years our children will be entering High School when we are concerned that not one teacher will be again coping with a lack of curricula and materials but four teachers. Will they too be trying to create and deliver high school programmes day by day?

French Immersion is a FACT! The longer the Department waits to put guidelines and resources in place the larger the problem becomes. It should be obvious that the demand for these programmes is increasing rapidly in Saskatoon. Impact in the delay in curriculum implementation bears upon the entire programme in other respects, including the "burning out" of teachers who therefore do not encourage others to follow them, so education students in Saskatoon have no motivation to avail themselves of programmes established between Regina and Laval Universities. Without well qualified teachers the class size problem is only aggravated. The need for training teachers toward a worthwhile job opportunity is relevant because they are not already in place in the work force. The situation that creates "burned out" teachers does not attract or keep staff.

We are not asking that all the best resources and manpower be directed to French Immersion to the detriment of our neighbours' children in other programmes. Nor are we asking for input into the curriculum content. We are asking that the Department reassure us, please, that the future of this programme is sustained and given its due priority.

Please do not interpret the brevity of this presentation as an indication of the gravity of the situation. Thank you for your time and consideration. When it comes to our children's futures we welcome the support of the Department in supplying our teachers with direction and resources. A support that allows the programme to achieve its potential.

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44.

RESPONSE TO "ISSUES IN SCHOOLING QUESTIONNAIRE"

by

THE SASKATOON ASSOCIATION FOR GIFTED EDUCATION (S.A.G.E.)

presented to

The Minister's Advisory Committee on Curriculum and Instruction

February 26, 1983, 1:45 - 2:15 p.m.

Saskatchewan Teachers' Federation Auditorium

RESPONSE TO "ISSUES IN SCHOOLING QUESTIONNAIRE"

from

THE SASKATOON ASSOCIATION FOR GIFTED EDUCATION (S.A.G.E.)

ORGANIZATIONAL PROFILE

We appreciate this opportunity to respond as a group to the Issues in Schooling Questionnaire. We believe that children are our most precious resource and that, from both a societal and individual view, it is of primary importance that the opportunity be provided for the maximization of each child's potential as our investment in the future. It is, therefore, appropriate that a concern for school quality, school practices, and purposes of schooling be examined by government representatives, administrators, teachers, and parents in a co-operative manner to facilitate attainment of this goal.

The Saskatoon Association for Gifted Education (S.A.G.E.) is an organization of parents, teachers, and others interested in the education of gifted and talented students. Formed in 1979, S.A.G.E. provides information about programs and resources for the gifted child, provides support and encouragement to parents and students, and fosters and encourages the continuation and development of educational programs for the gifted and talented via advocacy to school boards, government departments and other groups on behalf of our two hundred plus family and individual members.

Each year we hold several public meetings with presentations on a variety of related topics, publish five issues of our newsletter, SAGEWORDS, which includes a section of children's work in each issue, successfully run a Saturday Club program of two 6-week sessions on a variety of subject areas, including three levels of computer classes,

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for which there is a constant and growing demand, as well as providing field trips for pre-schoolers, and a study group for parents. Also, S.A.G.E. members were involved in the Provincial Conference on the Gifted in the spring of 1982 at Qu-apple Centre. On this occassion we are responding to the Issues in Schooling Questionnaire collectively to illustrate how the educational delivery system relates to the needs of gifted children.

SURVEY OVERVIEW

SAGE supports the objectives of the questionnaire but has some concerns or reservations relating to its structural inconsistency and emotive language.

In general terms, it would have been desirable to construct the questionnaire in a format consistent with the "Issues in Schooling" discussion paper: ie; "The Needs of Children", "What Schools Are For", and "Organizing Schools to Meet Student Needs". Also, measurement scales were different for each part of the questionnaire making comparative evaluation impossible.

Subjective and emotive terminology is widespread in the survey and our Association is submitting this brief to supplement our questionnaire return and to illustrate the discrepancies in working assumptions that appear to exist.

PART 2: SCHOOL QUALITY

It is our fervent hope that the educational system can assist our children to more than "cope" in life. This may be appropriate language in reference to student groups with severe learning, emotional and/or physical disabilities, but for mainstream target groups and those with high-level exceptionalities, the schooling process must do significantly more. "Needs" are not defined in this survey. Are there preconceived needs within the system? In our experience "special needs" are those which are protected by legislation and committed budgets. The "special needs" of gifted students do not have such protection. "Effective" teachers are those who perform in accordance with some system's legitimate expectations. Since the purpose of the survey is to search for consensus about schooling's goals, objectives and expectations, this question is premature and presented in a contextural vacuum. We have no understanding of the system's effectiveness measures but generally observe that 'tenure' or'seniority' or 'merit' do not appear to be consistently administered in practice. "Values"is used in the discussion paper and the survey with confused effects. The context of the discussion paper suggests that values means religious education and may be intended to counter balance the instruction available in the Catholic School System. Our Association does not assign this responsibility to the public school. If 'values' means honesty, truth, etc, we believe that teachers can serve through example as useful role models. "Developing the personal growth of students" is also very subjective and unclear in the context of other questions in this section of the survey. "Communicating with parents" is perceived to be quite good by members of our association but it is easily undermined and can readilybecome communicating to parents in problemmatic or crisis situations. Intimidation or insecurity of many parents, and the perception of the school as a closed fortress often conspire to render communication superficial and infrequent. The "variety of learning activities and courses of study" issue is a controversal one. While we support the concept of exposing our children to a variety of learning experiences, we are fearful that they might learn a great deal about nothing. The quality of the activity or course is far more important than the quantity or variety. This issue is also tied to student/teacher ratios which affect the ability of the instructor to individualize learning opportunities. "Having students progress at their own rate" has been dealt with inconsistently in the school system. While it allows a student to carry over course material into the next year, thus preserving the peer group; it does not provide for significant acceleration by a gifted student. Administratively, report cards will provide for recording of performance to Unit 4, leaving no prospect for authorized advancement to intermediate levels in a given year. During discussion, many Association members had interpretative difficulties with points 3, 4, 7, 8, 9, and 13 of Part II. This points out, as previously stated, that assumptions and expectations of schooling are not universally shared.

PART 3:SCHOOL PRACTICES

Part 3 is intended to deal with school practices. This Section presented us with considerable difficulty and our frustration is an interesting comment on the variable way schools within a system do what they do.

As an overview we should note that there is significant satisfaction with gifted education in Saskatoon by SAGE. Notwithstanding this fact, more use of community resources should be built into the system. Quality which should be reflected in practice is inconsistent and is not comprehensively treated in this part of the survey. Satisfier measures using opposites were not always successful. Enthusiastic and indifferent, for example, are not necessarily opposites.

Semantic confusion was created in this part of the survey as well. What "standards" are being referred to in Item 2? Whose "standards" are we being ~~being~~ asked to evaluate? Item 3 deals with the school trying to solve society's problems. This is a major fault of the questionnaire and represents the greatest philosophical divergence between our Association's perceptions and those of the Department of Education. We strongly believe that the mandate of the school is to assist our children to acquire the necessary skills to solve society's problems. Item 4 is illogical in our view and Item 6 is unclear in that the target for discipline (punishment?) is not identified. Matters relating to "pass/fail" or "difficult/easy" subject matter are not useful in their present construction. What is the significance of passing or failing? Has passing demonstrated the students' memorization

PART 3: SCHOOL PRACTICES (CON'T)

capability or provided an indication that concepts have been internalized and understood? Is a subject difficult because of the way it is presented or because of the inherent complexity of the material? These elements must be defined and clarified if the survey is to have some utility in redirecting education's focus.

PART 4: PURPOSES OF SCHOOLING

The structure of Part 4 was unworkable in our view because the elements cannot all be maximized. Instead, we priorized the thirteen items individually and ranked the scores. There was remarkable consistency within the group and our assessment revealed that "learning to examine and use information" and "develop skills of reading, writing and mathematics" were of the highest priority. Other items as ranked were: Learn to respect and get along with people, Develop pride in self, Promote awareness of current problems and issues, Develop good citizenship,Foster appreciation of culture and beauty in the world, Encourage the understanding and practice of family living skills, etc.

SUMMATION

Sage has completed a questionnaire on "Issues in Schooling" in the belief that it is a practical way to share our opinions (in a format which is consistent with your own.)

This brief is a supplement and was deemed necessary because the survey has structural weaknesses, value-laden language and significant omissions which must be addressed if we are to make progress in improving the quality of our education and educational delivery system.

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SUMMATION (CON'T)

SAGE believes the school has an important role to play in helping our children become producers of knowledge and not merely consumers. It must also help develop within our children a locus of control; a conviction that they can, on an individual basis, affect their own futures. Schooling must be process oriented. It has to develop in children the ability to identify, assess and solve problems and make decisions. The school environment must stimulate and nurture creativity and encourage the desire within children to aspire to leadership to the limits of their individual abilities. When we can honestly say that we have made progress in these areas, we can then be proud of the schooling system we have helped create.

SAGE views this dialogue as a constructive starting point in this process and dedicates its collective energies and talents to working with you to achieve these ends.

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Presented by Mr. Gerry Enchin, Director, Saskatoon Assoc. for Gifted Education.

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A Brief to the Curriculum and Instruction Review Committee

Saskatchewan Department of Education

Presented on behalf by the Islamic Association of Saskatchewan
Saskatoon

Prepared by Dr. Shakeel Akhtar

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Islam is one of the youngest and fastest growing faiths with about 950 million followers in the world. In Canada the number of muslims ranges between 150,000 and 200,000. Saskatchewan, inspite of its relatively low population has approximately 1500-2000 muslims. The earliest muslims in this province came during 1907-1912. Majority of them settled in and around Swift Current area while some established their roots in the Saskatoon region. The present muslim population of Saskatoon consists of between 175-200 families.

As elsewhere in North America, the muslim community of Saskatoon and surrounding districts represents a wide range of nationalities and etheno-cultural backgrounds. Included in this long list are muslims from Europe, Middle East, Africa, Pakistan, India and China. These people have made a significant professional, cultural and intellectual contribution to the overall Canadian society. They also bring with them a wealth of unique muslim ideology and heritage.

In North American society there is a general lack of clear understanding of Islam and its followers. An overwhelming amount of literature, supplemented by movies and television programs contineously portray a negative, distorted and clearly misleading image of Islam and muslims. Often the libraries of our public school system have reading material on religion which a large segment of any muslim community would consider inaccurate, inappropriate and even offensive. In an atmosphere such as this any student would find it difficult to learn anything factual about Islam. Furthermore for muslim students whose basic knowledge of Islam comes from home and through classes in religious studies (organized by muslim communities) conflicting information leads to confusion and sometimes frustration.

There are other areas of concern for muslim students and parents. Islamic teachings encourage development of individual capabilities in any field and places no limit in terms of normal personal achievements. However at the same time there is a greater emphasis on ethics, moral behavior and fellowship. Some of the behaviors tolerated and often approved by the society at large involve a rampant use of alcohol and drugs by students coupled with a liberal attitude towards dating and sex. A muslim student, therefore, must learn to live with this everpresent conflict between his religious teachings (which clearly forbid the use of alcohol, drugs and premarital or extramarital sex) and the environment around him. Peer pressure may cause a muslim student to compromise his or her religious principles in order to gain full acceptance of fellow students or risk being an outcast and become labelled as "Weird", "Square", etc.

There are other aspects which should also be taken into consideration. Muslims are prohibited from eating pork and pork products. Muslim girls may have strong reservations about participation in co-ed physical education programs. All these factors can place severe restrictions on muslim students as far as their social life is concerned and may lead to their own frustration and perhaps become a reason for concern and anxiety for their non muslim friends.

A very important element is the attitude of the teachers towards muslim students. Because of the inadequacies in the teacher training programs the majority of teachers are not fully prepared to deal with situations that may arise, from time to time, ~~mainly~~ because of the presence of muslim students in their class. The teachers may lack an awareness of the problems and conflicts experienced by muslim students. They might assume that the muslim students are no different from the majority of students and perceive their role and the role of the school to be one of assimilating the minority muslim students. There may be a conflict between the value system of muslim students and that of the teacher.

Until recently the educational institutions across Canada have been either indifferent or less concerned about the need for positive initiatives regarding this matter. The school systems have been generally lacking in:

1. Reading material that, truly reflects the basic principles and philosophy of Islam, portrays an accurate picture of muslim heritage and promotes a better understanding of Islamic way of life amoung non muslims.
2. Suitably qualified teachers who are better informed about Islam and therefore better prepared to deal effectively with the concerns and problems faced by minority muslim students.

In Ontario and Alberta, the school boards in co-operation with the local muslim communities have already taken positive initiatives to aleviate some of the difficulties and concerns outlined here. Among the steps taken is the introduction of a well prepared and accurate reading material which not only deals with Islam but other minority religions.

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In view of the above summary we would like to offer the following proposals:

1. The Saskatchewan Department of Education initiate a review of all the reading material on Islam currently in use either in the classrooms or the libraries. This review should be undertaken with the co-operation and involvement of the Board of Education and the representatives of muslim community.
2. The teachers should be made aware of the unique religious and cultural value system of muslim students. A written summary of "Islam and Muslims", jointly prepared by the Sask. Dept. of Education, school board and the representatives of muslim community should be provided to teachers in order to help them understand muslim heritage and be able to relate to muslim students.
3. The Deparment of Education recommend introduction of appropriate studies for teachers in training which will provide them better understanding of minority religious groups.

Finally on behalf of The Islamic Association of Saskatchewan, I wish to thank the committee for this invitation. The muslim community wishes to be a fully functioning and active member of this society while retaining its religious identity. We appreciate an environment that allows us to be a Canadian and a good muslim. We want to extend our full cooperation to the Department of Education and the boards in the fulfillment of these objectives.

Thank you very much

Report Submitted to Dr. R.H. Archer By Audrey I. Duthie
January 12, 1983

Are Grade 12 students who enter the University of Regina, in general, well prepared for university study in Mathematics?

In my opinion, the answer is an unequivocal "No".

It has been my observation in the last three or four years that at least three quarters of the students who face university study do so with a very meagre background in Mathematics. Additionally, their progress is hampered by an inability to read with comprehension and an inability to write concisely, accurately and correctly.

This report consists of six sections as follows:

1. Reading and Literary Skills
2. Attitude towards Knowledge
3. Mathematical Skills
4. The High School Grading System
5. Good Study Habits and Maturity
6. Recommendations

1. Reading and Literay Skills

In both Mathematics 102 and 210, students' inability to read with comprehension is most apparent when they attempt to understand the customary maximum - minimum problems and related rates problems wherein mathematical principles must be applied to some practical situation. Such problems are very difficult for students, not because they cannot deal mathematically with a simple function, but because they cannot understand the problem.

For instance, the following problem was posed on the recent Mathematics 210 final examination:

"One way to make coffee is to pour boiling water over coffee grounds that are at the bottom of a cone made of filter paper. The cone is 6 inches deep and it has a radius of 3 inches. If the water filters through at a constant rate of 2 cubic inches per second, how fast is the water level in the cone dropping when its depth is 4 inches?"

A diagram of a right circular conical filter accompanied the problem. Therein was indicated a depth h of water in the cone.

Now, clearly, the water is filtering through. It is running out and h is changing. When all the water has run through, there will be no water left in the cone and h will be zero.

Of 38 students who wrote the exam, 10 understood this fact and subsequently solved the problem easily. Those remaining students who attempted the problem fixed the depth h at 6, presumably because the filter paper was six inches deep. In practical terms, this means that the depth of the water was always six inches and hence no water was filtering through at all!

Students in Statistics 201 are required, upon the completion of a test of a statistical hypothesis, to state, in plain English, the conclusion reached. It is a losing battle to get statements that are sentences, and which, additionally, begin with a capital letter and end with a period. One can only surmise that since repeated reprimands with regard to this matter were ignored, students have been allowed in the past to persist in such errors. Certainly, bad habits die hard.

The following example illustrates (perhaps in the extreme but certainly not in isolation) the type of written expression one all too frequently receives as an explanation.

Briefly, the problem required the student to show that two particular curves which intersect in the point (0,1), do so at right angles.

The written explanation, penned by a second year student in Mathematics 210, appeared as follows, verbatim:

line ar $\perp$ is $m_1m_2 = -1$
so if tangeant line are $\perp$ so are the line
so sine the tangeant lines at poin (0,1) are $\perp$
so are the curves.

From this, one is supposed to understand that the product of the slopes of the tangent lines at the point (0,1) is negative one. Further, one must deduce that, since the tangent lines at the point (0,1) are perpendicular, so are the curves.

2. Attitude Towards Knowledge

There is an all too prevalent attitude amongst Mathematics students that to have seen something once is to know and

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3. Mathematical Skills

Most of the errors in calculation in Statistics 201, (a second year class) stem from a lack of understanding of and a lack of facility with the basic operations in arithmetic. There is, concomitantly, in general, an inability to estimate the magnitude of a numerical answer.

For instance, a problem on a recent Statistics 201 test boiled down to calculating $1 - \frac{1}{(\frac{3}{2})^2}$, with the answer expressed as a percentage. The answers ranged from .56% to 56% to 96% to 1.75. (It was not clear whether or not this last answer was 1.75 or 1.75%.) In any event, the answer, as a number (as opposed to a percentage) ought not to have been greater than one, for if something is subtracted from one, less than one remains.

Now, this calculation is a simple public school problem in fractions, namely,

$$1 - \frac{1}{(\frac{3}{2})^2} = 1 - \frac{1}{\frac{9}{4}} = 1 - \frac{4}{9} = \frac{5}{9} .$$

$$\frac{5}{9} \times 100 \approx 56\% .$$

Errors of this type occur in abundance.

Moreover, there is perennial confusion as to the difference between .56% and 56%. The former is .0056; the latter is .56.

The most astonishing result I have received recently is that 4.5% of 900 is 364.5. The calculation was performed by a second year student as follows:

$$\begin{array}{r} 4.5 \\ \underline{900} \\ 364.500 \end{array}$$

This error indicates a lack of knowledge of basic multiplication, together with an inability to estimate an answer. How lucky we would be if \$900.00, invested at 4.5% interest for one year yielded a sum of interest of \$364.50!

I willingly concede that the school system does not exist solely for the purpose of supplying the universities with students. However, the nature of calculational errors on the part of students in Statistics 201 leads me to believe that high school graduates are mathematically functionally weak, to be charitable, and mathematically functionally illiterate, to be precise.

Students entering university Mathematics classes are extremely weak in factoring algebraic expressions. They are unable to recognize factorization of standard expressions, namely, $x^2 - 1$, $x^3 - 1$, $x^3 + 27$... . It is a rare student who can factor $x^3 - 1$ correctly as $(x-1)(x^2+x+1)$.

In Calculus classes, especially, there is cavalier disregard for the proper use of brackets and the equality sign. One receives a sequence of disjoint lines of calculation, for an answer, with numerous cancellations here and there, many of which are incorrectly done.

In this latter regard, the error, $\frac{ax}{cx+d} = \frac{a}{c+d}$ is so common as to make me wonder whether or not I personally am wrong in believing that $\frac{ax}{cx+d} = \frac{a}{c+d}$ if and only if x = 1. However, the error persists, and it is effected as follows:

$$\frac{a\cancel{x}}{c\cancel{x}+d} = \frac{a}{c+d}\,.$$

In the matter of algebraic simplification in the teaching of mathematics, may I suggest an insistence upon meticulous, detailed, step by step simplification, with statements connected by appropriate equality signs.

Finally, though the foregoing list of weaknesses is by no means exhaustive, mathematics students are extremely weak in their use of the laws for exponents. For instance, $(3^x)^2$ can, according to them, be 9^x or 3^{x^2} and, infrequently, 3^{2x}.

4. The High School Grading System

In January, 1982, on the second day of lectures for Mathematics 102, I administered a diagnostic test consisting of 20 high school Algebra-Geometry-Trigonometry problems. This test was constructed by Dr. G.H.M. Thomas, Department of Mathematics, University of Saskatchewan (see copy attached). The average score for 55 students who took the test was 5.65. As a percentage, this average is $\frac{5.65}{20} \times 100 = 28.25\%$. Of these 55 students, many soon dropped the class while others became extremely casual about their attendance. Mathematics 102 is not a high-powered class. Ultimately, 18 students wrote the final examination and of those, 13 passed the course.

Students may enter Mathematics 210 by meeting the pre-requisites, one of which is an average final grade of 80% or higher in Algebra 30 and Geometry/Trigonometry 30.

In September, 1982, I tested, using the aforementioned test, students entering Mathematics 210. In the group there were 22 students who had not taken Mathematics 102 and whose high school Mathematics grades were, on the average, 80% or higher. These 22 students had a test average of 8.82. This is $\frac{8.82}{20} \times 100 = 44.10\%$. Seven of these students either failed or dropped the course. This is 31.82% of the group.

This, of course, is a small sample, and perhaps inferences ought not to be drawn therefrom. However, one can note that the high school grades of those students who failed averaged 83.79%. They thought they were qualified to take Mathematics 210.

It is my considered opinion that the high school grading system over rates students in Mathematics. These high grades are seemingly relatively easy to obtain. Students themselves have told me this. They say they really didn't have to work very hard in high school.

In Mathematics 210, they appear chipper and very confident at the outset. Their enthusiasm wanes with the volume of work and the exacting nature of the material. It is a tremendous blow to them when they fail the first mid-term exam. They believe that they were "always good in Math." It is not easy for them to accept the fact that their careless habits in the use of mathematical symbols are no longer acceptable and that their bad algebra cannot be tolerated.

5. Good Study Habits and Maturity

Last semester (1982 F), attendance in Mathemaitcs 210 was consistently good. Most students handed in assignments on time. The will to learn is certainly there and, for the most part, students are quick to pick up new concepts. They can obtain, for example, the derivative of a product ($y=f(x)\cdot g(x)$), as $y' = f'(x)\ g(x) + g'(x)\ f(x)$, according to the standard rule. However, they stumble when it comes to algebraic simplification. If their basic algebra and trigonometry were better, calculus would not be difficult for them.

The more mature students soon realize that university studies require much more time and effort than high school studies did.

In general, in my opinion, shortcomings in students' performance are not due to a lack of a positive attitude, nor to a lack of maturity, for the vast majority of them, particularly now in hard economic times, are trying hard. They are hampered by a lack of subject skills which discourages them, and if they have not developed good study habits, they soon get behind and eventually drop out.

6. Recommendations

The possibility of establishing remedial classes in algebra, particularly, has been discussed in Department of Mathematics meetings in the recent past. There is, of course, a shortage of teaching staff for this job. A year ago, I personally took an extra hour per week with some of the weaker students in my Mathematics 210 section to attempt to help them with their algebraic operations. They came willingly and in several instances, the work helped them improve.

But again, old habits die hard. How much more efficient it is to learn material correctly at the outset, and to learn it well, through practice and many problems.

On the whole, the material covered in high school Algebra courses is sound. The Grade ten program in particular, is basic - the straight line, polynomials, fractions, radicals and so forth. I would be very pleased if university Mathematics students could simplify the fractions given on page 305, of Modern Algebra, Book I, Dolciani, Berman and Freilich. But seemingly, much of the sound, basic material taken at this level is soon forgotten with the consideration of some other unrelated topic - matrices, for example, at higher levels.

I object to some of the notation - for example, $\stackrel{?}{=}$, used in Dolciani, but this is a minor criticism.

In conclusion, I will concur with Dr. G.H.M. Thomas in that there is not all that much wrong with the course content of the high school Mathematics program. Students simply don't work hard enough at it.

I am in favor of having certain qualifying exams given to students entering university Mathematics classes. The results of these exams would impress upon the students (and the school system) the magnitude of the problem of deficiencies. Therewith, action would have to be taken, particularly on the part of the individual student, to rectify matters.

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DESHAYE AND ST. JEROME LOCAL SCHOOL ADVISORY COMMITTEES
SUBMISSION ON CURRICULUM ISSUES

The following presentation represents the views of the Local Advisory Committees and the parents of both schools. Several meetings were held to discuss curriculum issues and a survey of parents solicited their views on curriculum issues.

Our general findings were as follows:

- Christian ethics are important.
- Most parents were interested in a good basic general education for their children with a stress on core skills such as reading, writing and mathematics.
- Integrate evaluative and problem solving skills into all subject areas.
- Life skills and environmental education are important.
- The schools cannot do everything and should stay out of areas where the community is providing adequate resources (i.e. hockey, crafts, etc.)
- Some of the educational responsibilities should be given back to the parents.
- Personal and emotional problems of children should be handled by parents. The school can assist and complement parents in this endeavour. Professional help should be made available in the school system for severe problems.
- We recognize time constraints on the school system prevent the system from doing everything for all people.

The following presents some specific curriculum statements. We have divided them into high priority (core that the school system must provide), intermediate priority (the school can deal with given that time for working into core subjects is available), and finally, other concerns (which do not necessarily agree with statements previously published by the Board of Education).

HIGH PRIORITY

Christian ethics program is an essential component of the school curriculum, as such it must remain a significant part in the student's education experience.

Parents should have a larger role in the continuing education of their children and there should be a continuing and increased dialogue between parents and the schools. Parent volunteer help should be encouraged by the schools. The Board of Education should encourage all schools to form Home and School Associations and Local School Advisory Committees.

More time should be spent on learning basic math, (including rote learning) reading and communications skills, (strong core subject syllabus). The school should incorporate more writing into all subject areas. It does not have to be taught as a separate subject.

We should develop a technological model for schools that would prepare students for a computerized world where scientific knowledge will be needed by everyone.

We need an approach to education based on the need to ensure the survival of people and the environment (life skills, environmental education).

Schools should encourage the development of free individuals who are pursuing the goal of becoming themselves (that is to encourage self confidence, encourage maturity and responsibility).

Students should be taught to think critically, to interpret events and to do research. Thinking critically refers to evaluation and not to criticizing or to political criticism.

INTERMEDIATE PRIORITY

Part of each day should be devoted to physical fitness.

There should be more Canadian and Saskatchewan content in the courses and textbooks. Students should also learn about the world from a Canadian perspective.

The schools should teach children to appreciate ethnic and cultural differences.

The schools should be able to tell students what they will need to prepare for their career. Career counselling.

Students should have the chance to learn to play a musical instrument (with parents as much as possible supplying instruments and uniforms).

Second language instruction should be widely available.

Program content should reflect local concerns and values.
We agree with a core curriculum with local variations.

OTHER CONCERNS

The schools should not stream the students into classes based on their ability levels and offer them pre-set programs suited to their capabilities. Specialized training programs are O.K. but there should be no streaming in core subject areas.

We should discourage student evaluation methods that create undue competition among students (some competitive evaluation methods that help children to improve their self-concept are valuable but there must be more individual evaluation rather than extensive reliance on just grades).

A student centered curriculum should not be used to encourage children to take responsibility for their own education. (Students at the elementary school age level are not mature enough to make their own choices about their education until they reach senior levels of high school).

The following are some additional points raised by Some parents in the St. Jerome area:

Removal of the property tax base for schools should be opposed. We feel that education is a very high priority, and removing the property tax element and having all funding from the provincial government could lead to cutbacks as total education funding would then be vulnerable to provincial priorities. Property tax base allows for greater continuing local control and priorities.

Support of lower student-teacher ratio. We recognize the financial implications of this statement but we are willing to make the necessary sacrifices as we feel that this is for the benefit of our children.

Concerned that schools are not sufficiently equipped to deal with student emergencies. All teachers should be qualified in first aid.

Dave Mayer

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CONTINUOUS PROGRESS AND INDIVIDUALIZED INSTRUCTION

A BRIEF SUBMITTED

TO

THE CURRICULUM REVIEW COMMITTEE

SASKATCHEWAN EDUCATION

3130 - 8th STREET EAST

SASKATOON, SASKATCHEWAN

T. Heidt
Superintendent
Northern Lights School Division #113
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922-1100

November 25, 1982

A. Forward

Firstly, I would like to point out that the concepts presented in this brief represent my own ideas on continuous progress, individualized education, and program development. The Northern Lights School Division, Board of Education has adopted "Individualized Education" as a direction for the schools in our jurisdiction and will receive a copy of this paper.

B. Introduction

In October 1963, the Department of Education released "A Plan for the Re-organization of Instruction in Saskatchewan Schools". (1) This plan envisaged continuous progress at varying rates for groups of students or individual students. The points of view supporting this plan are as valid today as they were at that time. In addition to the ideas presented in this plan, the concept of continuous progress has broadened and become more sophisticated since that time. Many authors have presented new ideas and many models have been developed which are based on the concept of continuous progress.

Despite the fact that continuous progress and individualized education are sound and achievable goals, the degree of implementation in Saskatchewan schools is very limited. Isolated schools and classroom teachers have achieved some exceptional successes in implementing the concept. However these classrooms and schools have introduced these innovations on their own initiative without much support or leadership from School Divisions or the Department of Education.

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C. What are Continuous Progess and Individualized Education.

"A continuous progress program allows a student to develop at his/her pace and ability level. It removes the artificial structure of grade levels and provides an orderly progression from one level of awareness and achievement to the next. It involves the use of diagnosis to ascertain at what level the student is functioning; prescription to facilitate new awarenss; and evaluation to determine what the student has achieved and what experiences are to be considered next." (2)

Individualized education involves the structuring of resources (program, people, plant, time) to allow a student to develop his potential to the fullest.

Individualized education need not cost more but hopefully students will get more benefit for what is spent.

There are several different operational models (Learning Centres, Learning Packages, IPI, IMS, etc.) but the educators in the school must design the model best suited for their school.

Individualized education is an attempt to humanize learning and professional teaching.

D. Why Continuous Progress and Individualized Instruction.

As pointed out earlier in this paper, the Department of Education, in its 'Plan for the Re-organization of Instruction in Saskatchewan Schools"(1), listed the following points of view supporting this concept:

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"1. It is assumed that each child has his own pattern and rate of growth, and that children of the same chronological age vary greatly in their abilities and rates of growth.

2. That basic differences in learning rates are recognized by providing longer time for given blocks of work for slower learning students and reduced time for brighter students. The latter are encouraged, within limits, to move ahead regardless of grade level, or without fear of encroaching upon the work of the next teacher.

3. That continuous progress related to a pupil's ability eliminates undue pressure and produces a relaxed learning environment conducive to good mental health.

4. That evaluation of growth is continuous, eliminating the year-end days of decision.

5. That steady growth keeps the slow-maturing student from becoming frustrated, and continuously challenges the talented ones, thus eliminating many behaviour problems.

6. That success and satisfactory achievement by both slow and fast learners provides better public relations with parents.

7. That teaching under this plan will be more demanding, but more satisfying." (1)

Since that time (1963) authors and schools have expanded the concept and are able to suggest other points supporting continuous progress and individualized instruction:

1. Each student has his/her own aptitude for learning and unique drive to learn which affects their rate of progress.

2. Students can accept more responsibility for their own learning and behavior.
3. Students can learn decision-making skills.
4. Student mastery of skills and learning growth can be more accurately monitored.
5. In-depth work can be included for individuals.
6. Multi-graded situations can be more easily accommodated and even become a positive factor.
7. The use of multi-modal resources (audio, visual, print, concrete, etc.) can be more effectively incorporated to meet the learning styles of individual students.
8. Continuous progress and individualized instruction implies well planned programs which facilitates program evaluation and improvement.
9. Students may be grouped in many ways to eliminate age differences, grade differences, personality conflects, etc.
10. Students are able to monitor their own progress.
11. Various school and out of school locations can be used for learning.
12. Differentiated staffing can be used to maximize utilization of staff skills (professional and support).
13. The number of programs offered, even in small high schools, can be greatly increased.
14. Space in schools can be better utilized.
15. Timetabling can be simplified and provide for better use of time.

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In summary, conventional education measures progress on the amount of time spent in a classroom and achieving at least a minimal percentage mark on a test. Continuous progress is based on mastery of skills and growth in learning rather than artificial time related blocks of learning.

E. How to Achieve Continuous Progress and Individualized Education in Saskatchewan Schools.

First of all, a review of existing practices and potential is required. A number of operational models exist which include the concept of continuous progress and individualized education. These exist in isolated classrooms, schools, and School Divisions in Saskatchewan, Canada, and elsewhere. A study of these practices could reveal the degress to which the concept has been achieved, the areas of strength, and the applicability to Saskatchewan schools. A study of the need and potential for change in the direction of continuous progress would indicate the feasability of implementing any of the recommendations of this paper.

Secondly, a number of pilot schools could be established where various models could be implemented and evaluated. Inclusion of a school in a pilot project implies acceptance by the staff, the administration, and the Board of Education. Staff inservice and training would be required in designing programs, implementation techniques, instructional techniques and evaluative techniques.

Two international organizations exist who are dedicated to the concept of continuous progress. The Association for Individually Guided Education (AIGE) has approached the idea from the primary end while The Learning Environments Consortium (LEC) have approached it from the high school point of view.

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Both of these organizations have a great deal of human and instructional resources available to interested individuals and groups and could prove to be invaluable for anyone wanting to move in this direction.

E. Research and Evaluation

A necessary component of any change or innovation would be research and evaluation. This would include research on existing practices, need for change, readiness for change, pilot projects, and future directions.

F. Recommendations

The following are recommendation that could facilitate the achievement of real change towards continuous progress and individualized education:

1. That an agency be established within:
    - a.) the department of education or
    - b.) either university or
    - c.) an independent structure.
2. That the above agency be supported by the Department of Education directly or through grants to existing structures.
3. That this agency serve the following functions in the area of continuous progress and individualized instruction:
    - a.) review existing practices
    - b.) review the need and potential
    - c.) provide support and resources to pilot projects
    - d.) coordinate inservice
    - e.) conduct research and evaluation to monitor projects
    - f.) coordinate the efforts of pilot projects
    - g.) communicate information

h.) coordinate program design and development

1.) liaise with professional organizations

In the event that an agency is not established as outlined above it is recommended that the Department of Education:

4. Support individual school divisions who would assume the functions listed above within their jurisdiction.

G. Summary

The concept of continuous progress was valid in 1963 and the expanded concept of individualization of education is even more valid today. There is a strong desire among many educators to work towards making this concept a reality but there is a need to give this desire a vehicle and the impetus for it to become reality.

It is the hope of this writer that this paper may help to achieve the needs of each individual student.

H. References

(1) Dept. of Education Paper, "A Plan for the Re-organization of Instruction in Saskatchewan Schools", Department of Education, Regina, Saskatchewan.

(2) "Boucher Junior High School, Professional Handbook", Boucher Junior High School, Prince Albert, Saskatchewan. 1978

(3) ________________, "I/D/E/A Change Program for Individually Guided Education, An Overview", Charles F. Kettering Foundation, 1980.

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The Interdependence of Society, Economics, and the Mineral Industry:

A brief on the need to enhance the Saskatchewan school curriculum in the above-titled area, presented to the Education Minister's Advisory Committee on Curriculum and Instruction by the Saskatchewan Mining Association, in Regina on Saturday 5 March 1983.

The Saskatchewan Mining Association represents more than 60 public and private companies engaged in the exploration for or extraction of minerals in the Province. The industry's 7,000 employees and their families live throughout the province, since mines operated by SMA members are located from Estevan in the south to Cluff Lake in the north and from Rocanville in the east to Alsask in the west.

This submission is presented to the Committee with the objective of drawing attention to the need to provide the children of this province with a much higher degree of understanding of the significance of the mineral industry in their daily lives. It is our recommendation that a program be introduced in the Saskatchewan curriculum, starting at an early level, which will focus on the origins of physical things in our society, and the physical and economic processes required to supply necessary and useful products from minerals. We believe that the program should be oriented to the Social Studies curriculum and not Scientific, although we recognize the need for complementary Geology and Earth Sciences instruction.

We do not suggest overloading the curriculum with new or radical concepts, but rather, we suggest a balanced approach to providing basic information that stresses the interdependence of everyday living, economics, and the mineral industry. It is especially appropriate that Saskatchewan's children receive an adequate understanding of this relationship since about 26% of the province's economy is derived directly from the mineral industry.

The inadequacies of the present curriculum in this area have become very apparent to us, both as members of the industry, but also as interested and concerned parents. For the information of the committee we have appended some specific comments on the present High School Curriculum.

It has been said that "today's children are tomorrow's decision makers". A child needs to acquire knowledge today in order to cope successfully with society's future needs and demands. Society is responsible for providing children with this knowledge through the school system.

The mineral industry has a great influence on Society because Society as we know it today is dependent upon minerals for its standard of living, its security, a sound economy, and a free way of life. This influence can be illustrated by a number of examples of every-day living, often unknown to our children, and one wonders, how often realized by many adults.

Take your home for example. How is it that your house, a basic need for survival, stands over you and gives you warmth and security? Because it is held together with nails of iron; supported by a concrete foundation made from sand, gravel and processed clay, and has indeed been constructed with the aid of metal tools.

When you struggled out of your bed this morning, and into the shower, you turned on a tap made of nickel, iron, and chromium, drawing water through copper pipes, which in turn are connected to the iron and steel pipes of the city water supply system.

The food at breakfast was preserved in your refrigerator, burnt in a frying pan, cooked in the oven, toasted in the toaster, and eaten without using your fingers, because someone invented knives, forks, and spoons. None of this early morning routine would be possible without the mining of metallic ores, and the supply of electric power. That power, particularly in Saskatchewan, comes principally from the mining of coal. Throughout the world electric power is ultimately dependent on mining, for even hydro-electric projects are dependent for their construction on geological knowhow, metallic tools, and alloy-steel turbines. Other power sources, on which the world depends, include oil, gas, and uranium.

Before leaving for work or school, perhaps you indulged in the use of a hair dryer. That dryer is made entirely of materials from the Earth; metals and petroleum-derived products. It too runs on electricity, without which most of our present day needs and luxuries would be non-existent.

Even that picture window in your home is made of a mineral product: silica.

Food is obviously vital to our existence, and in Saskatchewan our children must be aware early in life that our province contributes to feeding them and the world; but are they aware that, without copper, iron, steel, nickel, and aluminum there would be no machinery to harvest the crops. If there were no fertilizers, dependent in large part upon potash and phosphate mining, our prairie farming would become a non-renewable resource.

Perhaps we have been addressing the committee as if they were the children we wish to inform - if so, we apologize - but it does seem to us that most of our society has a distant and hazy view of what the mineral industry is all about. The benefits are taken for granted, or more often, not even realized. This state of affairs arises from a lack of education of the public at all levels, but particularly in the formative years.

As we have indicated, information about the mineral industry is lacking in the Saskatchewan curriculum, and the students cannot be expected to learn much about the importance of mining in their lives. A child's increased knowledge in this area will yield a better understanding of the society in which he or she lives, and will in turn yield more appreciation of his or her role in that society.

The Saskatchewan Mining Association has tried to disseminate this knowledge by having members visit schools, organize displays at fairs, seminars, and "career expositions", and by producing an audio-visual presentation. We strongly believe that one of the best ways to educate the children is through their teachers, and to that end we have for several years now conducted a Teachers' Tour in late August. This is a "total immersion" week in which teachers visit coal, potash, sodium sulphate, bentonite, and uranium mines, and,we believe,come away with valuable background knowledge to pass on to the students. Although the tour includes some 35 teachers each year it is perhaps "a small drop in the bucket". For this reason we urge this committee to recommend that knowledge of the mineral industry is disseminated through the curriculum. To that end we are eager to sit down with Department of Education Officials, and any other interested parties to develop a curriculum that will focus on the origin and provenance of those physical "things" around us that are dependent upon Natural Resources.

Appendix to Submission to Saskatchewan Mining Association

5 March 1983

MINING IN CANADA AND SASKATCHEWAN AS IT IS PRESENTED IN THE SASKATCHEWAN HIGH SCHOOL CURRICULUM

Mining is covered briefly in three text books:

1. "Canada - Towards Tomorrow" - Grade 12 Social Studies
2. "Forging a Destiny - Canada Since 1945" - Grade 12 Social Studies
3. "A Regional Geography of North America" - Grade 11 Geography

"Canada - Towards Tomorrow"

Mentions mining in a section titled, "the development of Canada's natural resources". The text of this portion relating to mining is very brief and it relates mineral development to World War II and gives the distinct impression that minerals are used mainly for armaments.

The section consists of the following;

(a) The brief text mentioned above
(b) A small map (one-half page) showing mining areas in Canada
(c) Five tables of one-half page or less each;
    1. "Canadian Mineral Production" by major mineral
    2. "Mineral Production Related to GNP 1945-1973"
    3. "Mineral Production by Province 1973"
    4. "Value of Minerals Produced in Canada 1945-1973"
    5. "Canada's Mineral Export Markets 1973" - value of purchase by major countries.
(d) One air photo of the Thompson, Manitoba smelter
(e) One photo (circa 1925) of two miners at work wearing cloth caps

Not only is the mining industry treated very briefly; i.e., four pages including the photos in a text book of 405 pages, but the impression given is quite negative.

There is a distinct impression that mining is a manual labour intensive industry which serves the military primarily.

There is no discussion of employment, major mineral resources or prospects for the future as a book titled "Towards Tomorrow" might indicate.

The minerals of value are only listed in the very brief tables ---- many important minerals being omitted, including uranium.

"Forging a Destiny - Canada Since 1945" (Text Book)

This text is divided into three units, the third being "Canadians and Their Society; The Economic and Social Bases". Chapter 14 - "Rich in Resources, A People of Plenty", discusses all natural resources.

Of the total 96 pages in this unit, less than two pages are devoted to mining. There is one table listing mineral values in total produced in each province and the description of mining is obviously very short. The description is almost word for word the same as that of the previously described text book, "Canada - Towards Tomorrow", where World War II and minerals for military purposes seems to be the highlight. Three modern photos of mining are fortunately included, one 4-rotor continuous miner and two area photos of mining concentrators.

"A Regional Geography of North America"

This geography book is fairly good but includes all of North America, therefore no area or industry is covered in depth. There are several mentions of mining and minerals throughout the book but they are scattered and it is difficult to get any feel for the industry.

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UNIVERSITY OF REGINA
REGINA, CANADA S4S 0A2
FACULTY OF EDUCATION

March 23, 1983

Dr. T. McKague, Chairperson
Provincial Curriculum Review Committee
Department of Education
Province of Saskatchewan
2220 College Avenue
Regina, Sask.
S4P 3V7

Dear Dr. McKague:

> (The following is a summation of a presentation to this Committee on Saturday, March 5, 1983 at the Regina Public School Board Office.
> Presenters: Dr. Norman Yakel, Prof. Ruth Caron.
> Faculty of Education, University of Regina)

Arts Education

In a brief prologue to the Presentation, Dr. Yakel spoke to the following points:

(1) (Saskatchewan Department of Culture and Youth findings); that in effect more individuals per capita in Saskatchewan as compared with other Provinces are directly involved in one or more of the Arts as 'Performers/Producers';
(2) Findings from the Department Survey, 'Issues in Schooling' indicate low priority for the teaching of Arts Education in the schools of Saskatchewan:
(3) The Survey indicated that 'high marks' were given to the inclusion of extra-curricular activities in schools, i.e. student choice in terms of interest areas.

These points indicate some apparent contradictions and imbalances in arts education as it is perceived by the consumers of education. The inclusion of and quality of instruction in the Arts in school programming particularly at the Elementary level reflects the following:

i. inadequate preparation of teachers;
ii. an emphasis on the nurturing of 'talented' students at the Secondary level as future performers;
iii. a consequent lack of qualitative teaching aimed at the total school population in the Province as consumers of the Arts through a K-12 curriculum which includes aesthetic literacy.

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The Presentation before this Committee addressed the structure and implementation of a total Arts Education Program now offered to Education students at the University of Regina. Some highlights of the Program which would address the problems indicated above include:

a. preparation of teachers in five Arts areas; visual, dance, drama, music, and literary (this would provide a generalist teacher in five Arts areas);
b. the emphasis on a Kindergarten through Grade Twelve approach;
c. an emphasis on the theory and practice of teaching;
d. the inclusion in all four years of practica experiences;
e. pre-service experiences in the structure and culture of both rural and urban Saskatchewan,(on site);
f. pre-service experience in workshop presentations;
g. in conjunction with (f) above, development of resources and curriculum materials, K-12.

It is the belief of the Presenters that this Program in tandem with the development and implementation of in-service programs in "Arts Education" already mounted by the Consultants in the Department of Education,Development Division will be a force for change in the area of Aesthetic Education for all the children of this Province.

Respectfully submitted,

Dr. Norman Yakel Norm Yakel

Prof. Ruth Caron Ruth Caron

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Arts Education Program
Faculty of Education

General Summary

*The experimental Arts Education Program was initiated in the Fall of '82 in response to the information and recommendations provided by the following reports:

a) The Minister's Report on The Fine Arts In Education
b) The "Vichert" Report
c) The Applebaum - Hebert Report
d) The Report on Rural Education

*The program structure is as follows:

- A four-year degree program which focuses on the five arts areas of; Visual Education, Music Education, Dance Education, Drama Education, and Literary Education.

- In the first year of the program all students will take introductory classes in all of the five arts areas in the Faculty of Education.

- The students will also be required to take a 3-class sequence of Aesthetic education classes that begin year one and continue to year four.

- The program will stress a K through 12 approach throughout the 4 years.

- The program will also include opportunities for students to explore alternate settings for career choices in education (Galleries, Recreation Centres, Hospitals, Penal Institutions, Museums, etc.)

*General education components of the program will include:

- EDGEN 126 - Introduction to Education

- EDGEN 226 - Theory and Practise in Education

- Off Campus Residential Experience, urban and rural

*Field Experiences required of all students will be:

- In year one, involvement experiences in the school setting (7-1/2 days)

- In year two, preinternship experiences:

  semester I - 1 day per week in the elementary school setting
  semester II - 1 day per week in the secondary school setting

- In year three - 16 week internship period in a maximum of two settings, one of which must be in a school setting.

- In year four - post-internship clinic.

*The Arts Program does not duplicate or replace existing programs in the Faculty of Education.

*Programs in Arts Education have been designed for Bachelor of Education After Degree, 5th Year Certificate Programs, and plans are being developed for graduate level studies.

*The graduates of the program will have a generalist background in all of the arts areas indicated, as well as a major and minor in two of the arts areas. They will have the potential to teach in the school setting, K through 12, or in alternate settings. They will also have the background to provide workshops, act as in-school resource personnel, and the potential to serve as future consultants at various levels.

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A
BRIEF
to the
MINISTER'S ADVISORY COMMITTEE
on
CURRICULUM & INSTRUCTION

Presented By

THE BOARD OF EDUCATION OF THE
REGINA SCHOOL DIVISION NO. 4 OF SASKATCHEWAN

MARCH 5, 1983

REGINA BOARD OF EDUCATION

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Development and Support Services

"EDUCATION IS A SHARED RESPONSIBILITY"

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1. INTRODUCTION

The Regina Board of Education appreciates the opportunity to have input into the Curriculum and Instruction Review Project. The combined effect of certain high-impact technological and sociological developments in the past decade, to which reference will be made in the brief, lends a sense of urgency to such a study in this province and, particularly, in this city. It is the expectation of this Board that the Review Project will not only identify problems and concerns but will suggest strategies that school systems might consider as they strive to adjust to changes that are without precedent in this province or elsewhere. Such a study would, in the view of the Board, be incomplete if it did not address the question of funding for the implementation of appropriate strategies at the local level to meet the changing educational needs in individual communities.

It is also considered important that the committee identify those elements of the present instructional program that are serving well and are worthy of retention. In a pluralistic society such as ours it is essential that public education gain and maintain a high level of public confidence and support. Fragmentation of educational services to satisfy special interest groups would not be in the best interest of our society as a whole.

PHILOSOPHY OF EDUCATION

The Regina Board of Education subscribes to the philosophy that publicly supported education should assist children and young people to become informed, responsible, productive citizens with an active appreciation of their cultural heritage and a continuing concern for their physical wellbeing.

Within the means at its disposal, the Board strives to ensure that all students - the slow, the average, the bright, the handicapped, and the uniquely talented - have an opportunity to realize their potential as individuals and as members of society.

Each student should be challenged to strive for attainable standards of excellence in all his endeavours - intellectual, cultural, physical and social. He should be helped to understand and accept his limitations and to build upon his strengths. Each student should experience some measure of success but, also, learn to cope with life's frustrations. Our society requires children to attend school; school is, in effect their occupation. They are entitled to a reasonable measure of "job satisfaction".

School is a part of life as well as preparation for life. Children and young people should be encouraged to participate fully in this phase of life. The school experience must, therefore, be relevant and purposeful. Students should be provided with opportunities to employ their talents and energies in socially acceptable activities. In the process, they should be encouraged to respect the "enduring values" which have long served as a foundation for life in our society - honesty, integrity, responsibility, industry and the rights of others.

The Board recognizes that the school by itself cannot provide all the experiences which should be a part of "growing up". Nor should the school assume sole responsibility for the direction and purpose in the lives of young people. The home is the focal point of every child's life. Education is a shared responsibility.

- Excerpt from "Goals of Education Study"

3. RESPECTIVE ROLES OF PROVINCIAL AND LOCAL EDUCATION AUTHORITIES

While it is recognized that the provincial government has preeminent constitutional powers and legislative responsibilities with respect to education, it is the position of this Board that the province can best fulfil its responsibilities by providing each local education authority with a degree of autonomy consistent with its ability to carry out its legislated responsibilities plus the mandate of the local electorate.

4. ORGANIZATION OF THE INSTRUCTIONAL PROGRAM

An instructional program is, presumably, designed to achieve the goals of education espoused by the society that formulated those goals. The organization of the instructional program should therefore facilitate the achievement of the goals of education and should be adjusted as changing times demand that the goals be re-stated.

The Regina Board of Education supports the organization of the instructional program into four divisions. Also, it wholeheartedly subscribes to the concept of continuous progress. However, this board contends that grades should be retained within the division structure to provide base lines against which to measure student progress. Continuous progress can be implemented within this organization by the application of the concept of "program placement" in the skill subjects, that is, within a division, students may be placed in a 2-year, 3-year or 4-year program; the placement should reflect the relative academic proficiency of the student. Placements should be sufficiently flexible to allow for movement between placements either totally or by subjects. (See Appendix 1)

Recommendation

That the Committee recommend the retention of the division system but that the grade structure be imbedded within the division system to provide base lines for the measurement of student progress and

that the concept of continuous progress be reaffirmed but that it be implemented through the adoption of the concept of program placement to allow for variable rates of progress towards established standards of achievement.

5. PROGRAM PRIORITIES

The Regina Board of Education has identified a rather extensive list of topics that it would urge the Curriculum and Instruction Review Committee to address:

- Basic skills
- New technological developments
- Native education
- Programs for special needs students
- Second language instruction
- Early intervention
- Adapting to multi-grade classes
- Family life education and parenting
- Quality of life: life skills,
  life styles
  leisure activities
- Responsible citizenship
- Alternative high school program
- Division IV credit requirements:
  should they be increased?
- Counselling services in elementary schools.

In the interest of time this brief will expand upon only three of these topics:

- Early intervention
- Alternative high school program
- New technological developments.

5.1 EARLY INTERVENTION

The Department of Education is commended for its support of pre-school programs for special needs children: hearing impaired; sight impaired; physically handicapped. However, this Board wishes to draw attention to another group of special needs children who are not at present recognized for educational funding. There is a growing number of children who, because of social or cultural differences, or for other reasons, are entering school with significant language and speech deficits.

This Board contends that early intervention in the form of pre-school programs conducted by Language/Speech Pathologists and/or teachers with expertise in Early Childhood Education, in cooperation with parents, could significantly reduce the number of children entering school with language development deficits. The cost of providing this early intervention should be offset in time by a diminished need for in-school tutor programs and a reduction in the number of students requiring placement in a four-year program in Division I and/or Division II.

The Regina Public Board has initiated two types of early intervention programs: The pre-kindergarten program at Kitchener School (Appendix 2) and a home-based language development program in the Bryant, Russell and Hanna school attendance areas.

Recommendations:

That the Department recognize the need for early intervention programs for children with severe language development deficits and add this category of children to the list of pre-school special needs groups for whom educational funding is provided.

5.2 ALTERNATIVE HIGH SCHOOL PROGRAM

In a recent memorandum on the topic (see Appendix 3) the president of the Regina public Secondary School Principals and Vice-Principals' Association described the need as follows:

"Probably the most challenging problem that continues to face education is developing and providing programs which will adequately meet the needs of every person who wants to attend school. A particular concern is the relatively large number of students who for a variety of reasons drop out of the traditional high school programs before they reach the age of 16 or shortly thereafter. After remaining out of school for a period of time these people discover they lack the necessary skills required to survive in the present type of society. They return to our regular high schools only to find out they are unable to cope and again drop out probably for many of the same reasons that caused them to discontinue in the first place."

The number of potential candidates for an alternative high school program is difficult to determine precisely. Dropout statistics compiled by the Region 7 Office of Education for 1980-81 and 1981-82 (Appendix 4) give some indication of the extent of the problem. Another indicator of the need for an alternative high school is the current enrolment at the Cornwall Street Tutoring Project. (Appendix 5) It is also instructive to consider the enrolments in adult upgrading programs conducted by the Regina Plains Community College.

Although documentation is lacking, it is reasonable to assume that potential candidates for an alternative high school program include a significant percentage of native young people. This assumption is based on the decline in numbers of native students in high school programs relative to the numbers of native students in elementary schools.

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5.2 (cont'd).

One approach to providing an alternative high school would be to apply the Regina Board of Education's Summer School model, with appropriate modifications, to a year-round operation in a setting other than a regular high school. Such a school could offer both Division IV credit courses and academic upgrading courses for students over 16 years of age in a "college type" setting. Emphasis would be placed on student self-determination and self-regulation.

Flexibility and accessibility both in terms of course offerings and the organization of the school program and services would be keys to the success of an alternative high school. Six or more entry points for students could be provided during the year. Counselling services would be available to prospective students as well as to those enrolled in courses.

Recommendation:

That the Department of Education provide financial incentives to encourage the establishment of alternative school programs to meet the need described above.

5.3 NEW TECHNOLOGICAL DEVELOPMENTS or COMPUTERS IN EDUCATION

The increasing impact of computers on our society is well documented and need not be repeated here. This development is occurring at a time when, as a result of altered life styles, the needs of society itself are changing. It is imperative that those responsible for education respond quickly and appropriately.

Education is faced with both a challenge and an opportunity: the challenge is to prepare children and young people to live and work in a computer-coordinated world; the opportunity is to utilize this developing technology as an aid in responding to the changing needs of society. The computer must be viewed, not as a threat to education as we know it, but as a potential ally. Education need not, and should not, in the process of exploiting the potential of computer technology as an aid in the instructional process, surrender or diminish its human component, that is, its capacity, through personal interaction, to promote the social, psychological and physical development of young people. Educators must determine the appropriate role for computers in our schools.

To date the emphasis in our schools has been on computer science and computer literacy programs. We have not in this province come to grips with the potentially more significant application of the new technology in computer assisted learning. The introduction of computer assisted learning would, this Board contends, enhance the school's capacity to individualize instruction and hence to meet the needs of all students - the slow, the average, the bright, the handicapped, and the uniquely talented. Also, our limited experience with computer assisted learning indicates that some reluctant learners are motivated by this procedure and their attitude towards school work in general is improved.

Recommendations:

That the Department of Education, to avoid duplication and waste, assume a coordinating role with respect to the development of 'software' for computer assisted learning in this province,

and

that the Department provide financial incentives to encourage local education authorities to assign staff to the task of preparing 'software' for computer assisted learning in accordance with local priorities but designed for general use in the province.

6. TEACHER EDUCATION

It is the observation of the Regina Board of Education that the quality of teacher training has improved significantly during the past two decades. The improvement is attributable in no small measure to the practical experience provided through classroom orientation and the internship program. Graduates of the program have had an opportunity to develop classroom management techniques and instructional skills that make them more effective teachers from the outset.

Having said this, the Board would, nevertheless, like to draw attention to certain developments in our schools that need to receive increased attention in teacher education, both pre-service and in-service:

a) The increasing incidence of multi-grade classes.

b) Integration of special needs students into regular classes.

c) Expansion of French Immersion program.

d) Increasing demand for Core French in lower elementary grades.

e) Increasing attention to the special needs of students in the middle years.

f) The increasing number of native students in our schools.

7. PLANNING

and

EQUIPPING SCHOOLS

Should the Advisory Committee recommend to the Minister any changes in program and instruction that require facilities and equipment not now in place, it is essential that it also make recommendations for funding these changed requirements in the construction of new schools and the renovation of existing schools.

APPENDICES

APPENDIX 1.

EXCERPTS FROM THE
REGINA BOARD OF EDUCATION
OPERATIONAL PROCEDURE
on

STUDENT RECORDS AND PROGRESS REPORTS

"It is intended that records and reports should indicate the instructional program in which the student is placed and the level of his performance in that program at the time of recording or reporting."

"The concept of program placement (Figure 1) has been introduced for three basic reasons:

1. to facilitate individualization of instruction without loss of standards. Students should receive instruction in programs adapted to their levels of ability so that all may be continuously challenged and none will experience continuous frustration and 'failure'.

2. to ensure that student evaluation procedures and the teaching-learning process are compatible.

3. to ensure that academic records and reports document each student's progress in a realistic and understandable way.

It is intended that the application of the program placement concept should be flexible. Each student's program placement should be reviewed at the beginning of each school year and at any time during the year when a change appears to be warranted on the basis of performance.

Figure 1. Instructional Program

INSTRUCTIONAL PROGRAM

	Language Arts	Mathematics
Regular 3-year	____	____
Adjusted 3-year	____	____
4-year	____	____
2-year	____	____

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APPENDIX 2.

Pre-Kindergarten Program

For Children of Native Ancestry

KITCHENER SCHOOL 1979-80

PURPOSE:

The pre-kindergarten class at Kitchener School was established for children of native ancestry. The program has been designed:

- to foster positive attitudes towards school and learning in both children and parents.
- to provide for a smooth transition from home to school.
- to provide experiences that will enhance readiness for the primary grades.

OBJECTIVES:

The program objectives are:

- to provide opportunities for enhancing each child's self-concept.
- to develop communication skills of listening and speaking.
- to develop social skills through participation in group activities and shared situations.
- to provide an atmosphere conducive to feelings of security, broadening of interests and freedom of expression.
- to provide experiences which develop greater understanding and appreciation of the environment in which they live.
- to provide opportunities, through a wide range of activities, for intellectual development.
- to provide activities for physical development and body awareness.
- to seek and maintain active involvement of parents.

PROGRAM ACTIVITIES:

- Language Arts
  - listening, speaking, role playing, dramatizations.
- Body Awareness
  - skating, swimming, basic movement.

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Pre-Kindergarten Program

For Children of Native Ancestry

KITCHENER SCHOOL 1979-80

- Community Resources
  - visits to:
    reserve, museums, post office,
    places of business, zoo.
  - visits from:
    native elders, policeman, nurse,
    dentist, fireman, postman.
- Cultural Activities
  - native songs, dances, legends, crafts.
- Activity Centres
  - Music
  - Language Development
  - Family Life
  - Library
  - Science (natural & physical)
  - Creative Arts
  - Mathematics
  - Manipulative Activity
  - Pets
- Cooking Projects
- Play
- Parental Involvement
- Nutritional Lunches

CRITERIA FOR ADMISSIONS:

- Enrolment in the class shall be maintained at 20 students and a waiting list established if required.
- Parental involvement is both desired and essential.
- Admission shall be through the office of the principal.
- Children admitted to the program shall be:
  - of native ancestry
  - the age of four on or before December 31
  - not enrolled in other pre-kindergarten programs
  - able to attend without assistance in transportation.

EVALUATION:

Evaluation shall be based on:

- attendance.
- teacher and teacher aide observations and anecdotal records.
- acquistion of certain skills and concepts.
- parental opinion.

APPENDIX 3.

Robert Usher Collegiate

OFFICE OF THE PRINCIPAL

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FEB 2 1983
BOARD OF EDUCATION

MEMO

To: Mr. A. Robb
Superintendent, Program
Development and Support Services

From: N. Cheveldayoff

RE: A Possible Alternate High School

Probably the most challenging problem that continues to face education is developing and providing programs which will adequately meet the needs of every person who wants to attend school. A particular concern is the relatively large number of students who for a variety of reasons drop out of the traditional high school programs before they reach the age of 16 or shortly thereafter. After remaining out of school for a period of time these people discover they lack the necessary skills required to survive in the present type of society. They return to our regular high schools only to find out they are unable to cope and again drop out probably for many of the same reasons that caused them to discontinue in the first place.

Extensive studying of the reasons that were causing students to drop out from regular school programs has prompted some school systems to provide an alternate school which attempts to counter-act many of the causes of school drop-out by meeting the unique needs of these students. One such school which has been functioning successfully for a number of years is operated by the DeKalb County School System in DeKalb County, Georgia. According to the information given to us during our visit to the school in 1981 the school attempts to specifically serve the following students:

(1) The potential drop-out who is not able to remain in school due to financial or family reasons.
(2) The potential drop-out who lacks either the ability or incentive to apply himself or herself for a few hours at a time.
(3) The literal drop-out who regardless of age, desired to return to school to complete his education and to remain gainfully employed.
(4) The married student who found it impossible to attend night school.
(5) The senior who lacked one or two courses to graduate and wanted to enter University, vocational school or join the labor force early.
(6) The student because of illness or other reasons needed to make up work so that he or she could graduate with his or her class.
(7) The student who had failed the first part of the year but showed promise of taking advantages of a make-up opportunity.

...2

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APPENDIX 3.

The school is an extension of the 22 other high schools in the county and is open to students who are legal residents of the county and who are at least 16 years of age.

The main features of the school that distinguish it from the other high schools in the area were the following:

(a) The school year was divided into three 15 week semesters.
(b) Periods were two hours in length.
(c) The regular courses were divided into three one-third units and students were permitted to enter every 5 weeks or at the beginning of a third of a unit.
(d) A college type of environment was encouraged. Students were free to come and go as classes began and ended. Success of a student depended basically on his or her self-discipline.
(e) Upon successful completion of a one-third unit students would receive credit for that portion of the course.

It is our belief that with some adaptations designed to meet the educational requirements which are unique to Saskatchewan or to the city of Regina an alternate school similar to that being operated in DeKalb County could serve a useful purpose in our community. There are presently many individuals who for a variety of reasons have dropped out or are on the verge of dropping out fromour present high schools whose very different needs could be better met by such an alternate school.

NC:wb
Jan. 31/83

APPENDIX 4.

DEPARTMENT OF EDUCATION
PROVINCE OF SASKATCHEWAN
PUPIL WITHDRAWAL SUMMARY

SUMMARY FOR REGINA SCHOOL DIVISION NO. 4 PERIOD OF SEP 1981 TO AUG 1982

	DIVISION				
	III	IV			
REASON FOR	YEAR	YEAR			
LEAVING	3	1	2	3	TOTAL
PARENT LEFT SASKATCHEWAN	34	44	31	9	118
EMPLOYMENT / SEEK EMPLOYMENT	15	49	77	70	211
CONTINUE EDUCATION OTHER INST.	9	10	6	9	34
OTHER - INCLUDING UNKNOWN	49	59	35	27	170
GRAND TOTAL	107	162	149	115	533

APPENDIX 5.

CORNWALL TUTORING PROJECT

Attendance Summary, September, 1978 - June, 1982

	No. Students	Total	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
81 - 82	Enrolled		35	33	36	30	34	37	39	37	29	27
	Added	37		5	7	2	8	9	4	2		
	Dropped	45		7	4	8	4	6	2	4	8	2
	% Attend		81	69	80	73	76	80	73	76	78	79
80 - 81	Enrolled		35	34	32	28	31	34	33	30	29	22
	Added	25		3	2	2	5	7	3	3		
	Dropped	38		4	4	6	2	4	4	6	1	7
	% Attend		86	82	75	76	83	74	72	72	71	66
79 - 80	Enrolled		35	37	36	36	37	31	31	14	16	16
	Added	21		5	4	3	2	2	3		2	
	Dropped	40		3	5	3	1	8	3	17		
	% Attend		84	79	76	74	67	67	74	79	78	88
78 - 79	Enrolled		30	25	40	37	34	38	36	35	36	33
	Added	34		5	11	1	3	8	1	2	3	
	Dropped	31			6	4	6	4	3	3	2	3
	% Attend		81	85	76	[illegible]	82	85	77	84	79	66

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VIEWS FROM THE TEACHING PROFESSION

SASKATCHEWAN TEACHERS' FEDERATION

Submission to the

CURRICULUM & INSTRUCTION REVIEW PROJECT

February, 1983.

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FOREWORD

The Executive of the Saskatchewan Teachers' Federation would like to commend the Department of Education for taking leadership in establishing the Curriculum and Instruction Review Project. The timing is right to investigate the adequacy of today's schooling in preparing the young people of Saskatchewan for the future.

The STF has given practical support to the project through STF staff participation on the Curriculum and Instruction Committee, the encouragement of teacher involvement in the project through their Local Associations and STF Special Subject Councils, and through the co-sponsorship of the 1983 Curriculum Conference.

We are hopeful that one of the results of the Curriculum and Instruction Project will be the establishment of a system which ensures that the evaluation, development, implementation, and maintenance of curricula will be continuing and ongoing processes. The STF wishes to emphasize the importance of broad dissemination of project results which would enable full and thoughtful discussion and reaction by all parties concerned with curriculum. We trust that the process which has been undertaken to enable the major shareholders in education to be involved in determining future directions will be continued.

Finally, we want to express our appreciation for the opportunity to forward this presentation to your committee.

Lionel Sproule,
President.

Mel Lofstrom,
General Secretary.

INTRODUCTION

In 1979 the Saskatchewan Teachers' Federation held a Curriculum Symposium which was attended by those educators closely involved with the provincial curriculum development effort. The top two concerns expressed by the group were:

1. We need a process of continuous and systematic assessment or review of curriculum development and its successful implementation.
2. Development and implementation should include articulation of K-12 within subjects and among subjects.

This need for Saskatchewan curriculum review was further discussed at the Minister's Mini-Conference - Curriculum Development for the 80's in April, 1981. One of the problems addressed was the question: "In what ways might we prepare all individuals for the present and for an uncertain future?" Some of the more common solutions suggested to meet this problem were:

1. teach human relations and life skills
2. teaching should have a 'process' rather than 'fact' emphasis
3. programs should better attend to the application of theory into practice
4. teach how to cope with technology and media
5. promote responsible citizenship, social action and involvement.

One might ask how effectively today's curriculum meets these needs.

Many viewed the Rural Education Discussion Paper released by Saskatchewan Education in February, 1981, as a stimulus to the wider discussion of schooling in Saskatchewan. It contained some controversial and thought-provoking ideas, and it precipitated the establishment of the STF Ad Hoc Committee on Curriculum and Rural Education in March of 1981. The committee was originally structured to obtain feedback regarding the rural education study, but subsequently it was decided to broaden that mandate to include the study of teacher opinion on the needs of Saskatchewan education in all its settings.

A study/survey guide was developed as an instrument which would provide an opportunity for teacher inservice as well as feedback. The guide included activities inviting teachers to think about creative alternatives for education as well as surfacing teacher opinion about the current situation in their schools and classrooms.

Individual teachers, school staffs and local teacher associations were invited to respond to the question posed by our study. Despite the fact that the study/survey guide required about two and one-half hours to complete, and that there was a short time frame in which to respond, some 104 submissions were received. This was considered to be a very adequate response, particularly since the study attracted interest mostly from the rural area. Of the 580 rural schools in Saskatchewan, approximately one-sixth responded. Unfortunately although the study/survey guide included activities for student and trustee discussion only a very few responded to this section of the survey.

Despite the limitations inherent in stitching together soft data and opinions obtained in this way it nonetheless is our opinion that the results were an honest representation of the views of the teachers who participated in the study. The data was studied by the Ad Hoc Committee which provided the analysis, interpretation and recommendations which formed the basis of this report.

The Curriculum Symposium, the Minister's Mini-Conference, the Rural Education Paper, and the STF Ad Hoc Committee make it clear that those charged with planning and policy making should look to several major focal points, namely:

1. The clarification of goals.
2. Possible changes and additions to or the replacement of subject matter.
3. Changes in the structure or organization of the school.

THE NEED FOR A CLARIFICATION OF GOALS

To examine the goals of education as articulated by the Saskatchewan Department of Education, one must go back some years to find a clear statement of intent. It would appear that a fairly strong statement of philosophy and organizational structure was last articulated in the early 60's. At that time a commitment was made toward the philosophy of continuous progress which was to be implemented administratively via the Division System. Perhaps some twenty years later it would be appropriate to reassess the effectiveness of the implementation of this goal. Organizational theorists would say that education suffers from goal ambiguity, indeed they would claim that lack of clear goals is an indicator of an "unhealthy" organization. One of the tasks ahead is to determine what aspirations are held for today's schools. What is the real business of education? Are there any shifts in emphasis, are there any new literacies? Some would reflect a concern about the need for a more "futures" focus. The need for new, clear goals is heightened because of increasing affluence that has entrenched an appetite for more material gains for people. We need to reassess our levels of social, material, and educational aspirations as we determine what the biosphere can provide. It has been stated, "new goals of education need to be confirmed and old ones revalidated if public schools are to move forward with the confidence borne of a motivating sense of direction." (STF Report, 1981)

To a large extent classroom teachers bear the brunt of these varied and occasionally conflicting public perceptions of the purposes of education. The varying expectations held for schools directly affects the role of the teacher, on the extend of curriculum, and on the nature of instruction. To this end (STF Policy, 1982) states that ...

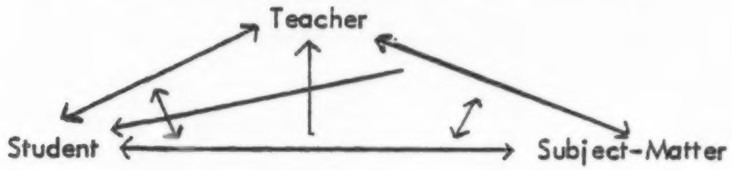
> "The Saskatchewan Teachers' Federation believes that the professional activities of its members cannot properly be carried out without some indication from society of the direction that education should take in this province. The Federation further believes that the basic responsibility for establishing the broad aims of education resides with society, and that society, through its various agencies, has a responsibility for articulating these aims."

This need for a clarification of goals should be undertaken at the provincial level as referred to in Appendix A. Furthermore, it is timely for each school-community to engage themselves in a discussion about the purposes of education.

CONCEPTUAL FRAMEWORK

An underlying assumption of this report is the notion that teaching is a triadic relationship. Figure 1 indicates that teacher and student are connected by subject-matter, teacher and subject-matter connected by students and subject-matter connected by the teacher. (Grimmett, 1982)

Figure 1 - Conceptual Framework of the Report



In addition to the triadic relationship in teaching, there is also a dynamic relationship. When the teacher, the student, and subject-matter undergoes change, the triadic relations must also change. For example, changes in courses of study will influence the activities of teachers and students. It is not surprising, then, when parents are asked to respond to questionnaires about courses of study that they frequently refer to teachers and methods of instruction.

A further premise that needs to be articulated is the notion that the critical classroom interaction between teachers and students is the "primacy of instruction." The quality of education is a product of the relationship between a student and teacher. Kratzman (1980) reported that, "What happens when a teacher meets his class is the primary act of education. Everything else in the system is designed to support that primary act."

This report, then, will attempt to analyze some factors about students, teachers and courses of study with a view to presenting some recommendations for the improvement of the quality of education.

STUDENT NEEDS NOW AND IN THE FUTURE

One of the underlying assumptions of this report is that education needs to focus on the needs of the learner - the student. These student needs are the ultimate source for all education endeavours. Further to this is the view that students in Saskatchewan have the right to expect equality of educational opportunity. Students in small rural schools have just as much right to expect quality schooling as those in larger urban schools. Table 1 reflects teacher response to questions like:

"What changes can you suggest to better prepare students for the year 2000?"

and

"What needs to your students have that are not being met by your school's program?"

Table 1

Teacher Opinion about Student Needs

1. Students require an education that is general rather than specific.
2. To prepare themselves for the future, students require career education.
3. All students require an emphasis on life skills.
4. Students require an emphasis on our global, international society.
5. Students should be prepared for the culture shock of urbanization. Their future may require survival skills and abilities to deal with the stress associated with change.
6. Students require computer and technological literacy - they must be kept up with the times.
7. Students in small rural schools should have the same opportunities as those in urban schools.
8. Students require programs which will develop their social and personal skills with particular emphasis on the development of a healthy self-concept.
9. Students require school programs which are applicable to life and the outside world.
10. Students require a better understanding of economics in the marketplace and a more sophisticated analysis of the political process.
11. Students require the skills of critical thinking and problem solving.
12. Students need to learn the personal responsibilities associated with the habits of life long learning.
13. Students need to learn how to creatively handle leisure time.
14. Students require a better understanding of all aspects of rural business.
15. Schools need to look at innovative ways to make provision for both university stream and non-university bound students.
16. Students need a better understanding of Canada and its culture.
17. Students require the opportunity to receive vocational and technical training.
18. Students require individualization and continuous progress.
19. Students would benefit from an increased environmental awareness.

20. Students will continue to require ability in the basic skills.
21. Students need to have opportunities and sophistication in clarifying their values and attitudes.
22. Our children need to learn an increased tolerance and acceptance for other cultures.
23. We need to emphasize for our students the process of learning rather than mere facts.
24. Schools should develop students' interpersonal and group process skills. They need increased skills in all aspects of communication.
25. Students would benefit from opportunities for work experience programs - an expansion of hands on work with technical devices is recommended.
26. Students should have the opportunity for specific knowledge related to rural Saskatchewan, i.e., soil, chemistry, fertilizers, seeds, mechanics, hydraulics.
27. Students should learn the importance of not abusing their bodies.
28. Students should learn an operational sense of the interconnectedness of nations, past, present and future, through their subject matter.
29. Students require more counselling and guidance services.
30. Students require more emphasis on aesthetic education.

Analysis and Interpretation of Table 1

There is a strong underlying assumption that the school must continue to attend to the intellectual development of all students. However, Table 1 gives some indication that school programs must give greater attention to the development of positive self concepts. This concern was strongly confirmed in the STF Middle Years Study (1978).

The data indicates that teachers visualize a student developing into a person who feels good about himself or herself, relates well to others, is self-motivated, self-directed, creative, thinks critically, and is capable of developing and expressing values. This reflects a concern for personal development which respondents have defined to include life skills, self awareness, development of positive self concepts, interpersonal skills, problem solving skills and group process skills.

There is some debate whether in fact the present programs are capable of meeting these needs. Our interpretation of the survey would indicate that this is not the case.

Recommendations from Table 1

1. Personal, social and career development will not happen incidentally in an already full program, and therefore steps need to be taken to develop specific materials in these areas.
   (Note: Saskatchewan does have a K-12 Career Education program, but we question whether it is being used as the vehicle to help develop these needs.)
2. Teacher pre- and in-service training needs to accommodate the development of competence in the area of personal development in its broadest definition.

ROLE OF TEACHERS

One of the premises that has been articulated is the notion that the critical classroom interaction between teachers and students is the "primacy of instruction." The quality of education is a product of the relationship between a student and teacher. In Table 2, respondents have presented what they would see as the best role for the teacher.

Table 2

Role of the Teacher (taken from the best future scenario)

1. Teachers will be respected by their communities.
2. Teachers will be accepted as professionals.
3. Teachers will focus on their individual students and demonstrate caring.
4. Teachers will become facilitators of learning - they will see themselves as guides, mentors and helpers.
5. Teachers will display wider repetoires of instructional expertise.
6. Teachers will need to be more broadly educated.
7. Teachers will require time for preparation, research and further training.
8. Teachers will become more effective communicators with parents.
9. Teachers will be continuously involved in their own professional updating through inservice.
10. Teachers will have the ability to work with paraprofessionals and community resources as well as other professionals.
11. Teachers will focus on teaching students rather than content.
12. Teachers will take advantage of technology available to assist them with administrivia.

13. Teachers will provide the human element in the system.
14. Teachers will become models for students.
15. Teachers will experience fewer administrative demands.
16. Teachers will learn to value the differences among individual students.

Analysis and Interpretation of Table 2

Respondents indicate that there needs to be a shift in direction with respect to the interaction between the teacher and the student.

The teacher becomes the professional facilitator and coordinator by using all available resources. These could include: colleagues, other professionals, paraprofessionals, and community personnel.

This shift would see the student and his or her needs rather than subject matter as paramount. Teachers need to be involved and concerned about the totality of the student's development in the classroom on a day-to-day basis. It is unrealistic to expect that guidance counsellors or other specialists should be expected to fulfil this role exclusively.

Recommendations from Table 2

3. University pre-service education must provide preparation that embodies the following principles:
   - teachers should become generalists rather than specialists
   - the program should include components which make the teacher the human element
   - the program should promote internalization of what is involved in being a professional, with specific reference to the professional's involvement in his or her own learning and continuous updating.
4. The teacher and all agencies directly involved in education (school boards, Department of Education, administrators, STF) must become committed to the concept of inservice and its power to continuously renew and revitalize education. One implication of this concept is the provision of more time during the regular school day for professional development.
5. Inservice education in managing multi-graded classrooms is seen as an immediate need.

6. Supervision and evaluation of teachers which is based on the knowledge about adult learners and is undertaken as a supportive rather than judgemental activity can aid in the growth and development of teachers. Such supervision requires a commitment of time, training, and the development of mutual trust and support. The potential for applying collegial supervision models might well be investigated.
7. Teachers and their school communities must recognize the need for improved communication. Educators need to recognize the importance of ongoing public education. The community needs to be involved in goal setting, clarification, understanding and supporting the means to achieve these goals.

SUBJECT MATTER FOR THE FUTURE

Saskatchewan Teachers' Federation policy states that society at large should indicate the direction and broad goals for education, however professional educationists need to determine the scope, sequence, timing, and pacing of what is taught. In turn these aims or broad goals should permeate the selection and design of subject matter for a seamless, personalized curriculum. The hard question facing Saskatchewan education is determining what subject matter should be retained, changed, added, or deleted and how it should be organized and taught. We seem to have typically taken the habit of 'adding on' subject matter to the extent that at times it becomes an unrealistic burden for schools.

Table 3

Changes in Subject Matter

1. In addition to an academic program, more practice-oriented courses will be added to the curriculum.
2. Program development will be required to meet changing student needs.
3. More opportunities will be required to develop local curricula.
4. Teaching procedures will change from gathering factual knowledge to a better understanding of the processes of learning.
5. Curricula developers should and will have a concern about the quality of life in year 2000.
6. Academic subjects must incorporate matters such as values development into their programs.

7. School systems must become more responsive to change and develop openness to respond to those changes.
8. We must develop integrated/interrelated programs for our students.
9. Development of futures studies courses.

Analysis and Interpretation of Table 3

Respondents indicate the need for some new areas of subject matter emphasis, yet at the same time expect the continued emphasis on basic education. There is dissatisfaction with the 'add on' approach which expresses itself in separate credit packages for each new request. As well as becoming practically impossible because of overload, this approach does not address the important concern of integration, relevancy to life and interconnectness.

This mandates an examination of a number of concerns:

- determining what subject matter should be changed, added, or deleted
- offering some subject matter for certain periods of time
- relationship between High School and Post Secondary education
- integrated core programs
- determining what constitutes a quality program and how this relates to the small school.

The data suggests that the following areas would address the identified needs:

- career education
- life skills
- technological literacy
- vocational/technical education
- environmental education
- aesthetic education
- basic education with expansion of Social Sciences area.

Recommendations from Table 3

8. There needs to be further examination and discussion with respect to the development and implementation of an integrated core of programs,

especially at the High School level. A core should be accepted as a basic offering for all students and be considered by the University for entrance requirements. This need not deny students access to specialized offering where schools have this capability. The recommendation addresses frequently mentioned concerns regarding integration, relevancy and the need to look at the development of students in a more holistic manner.

9. Respondents indicate that programs must stress the processes of learning and appreciation of knowledge rather than the acquisition of facts.
10. Provision for more local curriculum development and adaptation is seen as necessary by the respondents. The implications of this recommendation needs attending to, for example: acquisition of professional skills for teachers through pre-service and inservice; and time for the task.
11. Structures are required to ensure that school programs are able to respond more quickly to changing needs.

DELIVERY SYSTEMS

Many of the concerns of the respondents would reflect the need for some examination of the structure or organization of the school as well as the systems of delivery of education. What kinds of changes in the organizational structure should be suggested that could enhance the implementation of desired curriculum. Shane, in his book, The Educational Significance of the Future, has expressed that futures research stresses seven points from the realm of subject matter that should permeate any modification of organizational structure of schools, namely:

1. That there should be continued powerful stress on the acquisition of meaningful substantive content, but that "content" should be more broadly defined.
2. That there should be less uniformity in what substantive content is acquired by a given learner.
3. That the time at which individual learners encounter similar ideas, content, and concepts should vary appreciably.

4. That more expressive and affective experiences should be introduced to lend better balance to instrumental and cognitive emphasis in the curriculum, and that the cognitive should more often be approached through the affective domain.
5. That despite an increased aura of permissiveness, the freedoms enjoyed should be freedom to accomplish, to learn, and to produce - not freedom from responsibility or from the need for the individual to contribute.
6. That changes will need to be made in current incentive and reward structures so that teachers and students alike - at all educational levels - will be motivated to adapt themselves to new and broadened interpretations and concepts of performance, achievement, and "success."
7. Finally, that practice should more widely precede theory; that ideas and procedures should be tried out as one of the processes antecedent to becoming accepted educational theory.

Tables 4 - 9 have been grouped under the broad heading of Delivery Systems. These tables are a reflection of the opinion of respondents in the various areas. An interpretation and recommendations section follows Table 9.

Table 4
Modularized Courses

1. Such modularized courses should be prevented from becoming more bits and pieces.
2. There are concerns that modularized courses would increase bookkeeping.
3. Modularized courses must provide more flexibility in more subject areas.
4. Modularized courses have particular potential for small schools.
5. Modularized courses bring up the question of mobility - transferability of students.
6. The idea has potential, but we are concerned about fragmentations and the potential for greater workload for teachers.

Table 5

Community Resources

1. Community resources could provide much needed assistance to the school with its instructional program.
2. How would the matters of coordination, level of expertise of resource persons, how to remunerate such persons be handled?
3. Perhaps community resources should be used in a back-up role and be only of a voluntary nature.
4. Can the pre-employment and apprenticeship programs be expanded to more rural schools?
5. It seems that the role of the teacher would become that of an organizer.
6. Inter-agency cooperation could help to meet the increasing psychological and guidance requirements of our students.
7. A grand-parenting system, that is, the use of older people in the schools could benefit our students.
8. Use of community resources is favoured because people need to see that education means more than classroom work.
9. Perhaps community members could help with the supervision and extra curricular activities.
10. The use of community facilities by the school should also be encouraged.
11. This idea has potential to tie in with socialization and career development.
12. Use of community resources would enhance the relevancy of education.
13. This idea has great applicability for vocational programs.

Table 6

Interjurisdictional Ventures

1. Policy should provide for resource persons to travel but this should not be required of students.
2. Some divisions may opt for more centralization.
3. It is agreed that facilities should be shared.
4. This idea has the potential to bring specialists to the students in areas of learning disabilities, guidance and music.

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5. We are concerned about spreading personnel and equipment too thinly.
6. For interjurisdictional ventures to succeed, the political outlook of communities must change from competition to cooperation.
7. The sponsorship of jointly attended workshops has greater potential.
8. We would recommend joint ventures between school staffs as well as between divisions.
9. This idea could provide the opportunity for both Catholic and Public systems to share their personnel.
10. Perhaps we could establish inter-community or system homes for students having specific problems.
11. Have portable teaching vans been considered?

Table 7

Correspondence School

1. Correspondence school courses should be available, but not for courses at the local level.
2. Correspondence school courses should not be considered a program alternative, but rather as supplements.
3. Correspondence school courses should be considered as an option for low enrolment classes.
4. Such courses would require improved technology available in each classroom.
5. We disagree with this proposal primarily because of concern of teacher work-load.
6. Correspondence school courses would require a great updating of materials.
7. We recommend attaching itinerant teachers to such programs.

Table 8

Modified Grant Fromula

1. Education grants should ensure the equal opportunity of rural students with their urban counterparts.
2. Funding should be based on programs and the desire of each school to offer a quality program.
3. We recognize an overwhelming expression for more money to improve the quality of our schools.

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Table 9

Implementing Continuous Progress

1. Those who favour continuous progress point out that it requires more teacher time, additional resources, and the use of paraprofessionals to succeed.
2. Continuous progress requires a change in teacher training and opportunities for teacher inservice education.
3. In theory we agree with continuous progress and the elimination of grades, but such positions require a philosophical shift from our current K-12 emphasis, including an analysis of our practices regarding grades and student evaluation. Such a shift would require additional resources.
4. In general, teachers are supportive but sceptical about receiving adequate resources in time to implement continuous progress.

Analysis and Interpretation of Tables 4 - 9

The basic rationale for structural change should move schools towards the vitalizing idea of a smoothly flowing, seamless continuum of learning. When considering changes in structure, organization, and delivery, it would be well to consider the following principles: human beings are unique, grow and learn at different rates, have accumulated different bodies of experiential input, and have diverse self-concepts and role images of the future; learning is continuous; there are needs for new skills as technosocial changes emerge; and assurance is needed that equality of opportunity and access to quality education will be available to all Saskatchewan students.

Recommendation from Tables 4-9

12. The comments or responses included in tables 4 - 9 indicate that all of the concepts identified have promise or potential on one hand, but need to be approached cautiously. There appears to be some gnawing concern that once again we will tinker with some facets of the system, rather than coming to grips with what we expect of the total educational enterprise. Once the goals of education have been clarified, there is a need for experimentation with innovative and creative structures of organization and delivery systems.

INDIAN/NATIVE EDUCATION

The level of response to the section on Indian/Native Education was very low. Table 10 reflects the perceptions of these few respondents.

Table 10

Indian/Native Education Needs

1. There is a great need for more Indian and Native teachers.
2. More Indian language should be taught in off-reserve schools.
3. Teachers have difficulty in responding to Indian and Native needs because of the spectrum of Indian expectations ranging from their complete separation to total integration.
4. We believe that efforts made up until the present time to enhance cultural awareness have not helped to reduce racism.
5. One school saw integration and the entering of the mainstream of society by Indian and Native peoples as the true solution.

Analysis and Interpretation of Table 10

Although the response of this study is not adequate to make any significant analysis or generate recommendations, the following observations are offered.

There have been some positive developments in Native/Indian pre-service and inservice education. Native teacher training programs such as Southern Urban Native Teacher Education Program (SUNTEP), Northern Teacher Education Program (NORTEP), and Indian Teacher Education Program (ITEP) are providing an opportunity for greater involvement by natives in teaching. Recently the Indian/Native Education Council (INEC) was established as an STF Special Subject Council, and this provides an arena for professional exchange by educators interested in native education. Again it was mentioned that Indian and Native Studies should be incorporated throughout the school program from K-12. The curriculum materials should become a part of every course of study rather than specific courses for certain grade levels.

These are the kinds of activities that attempt to approach Indian/Native education as a challenge rather than a problem.

WOMEN AND EDUCATION

There is much evidence to suggest that the educational arena is fertile ground for providing leadership in the achievement of equality for women; we must be particularly conscious of the opportunities and responsibilities of education during a time of increased economic and demographic pressure on schools.

Our analysis of current issues and our recommendations for action are based on the following facts and observations: (Brief to Minister, 1980)

. Materials which are blatently or subtly sexist are still in use in most schools in Saskatchewan. In spite of thorough research and overwhelming evidence of sexism, little concerted attempt to remove or to replace these materials has been made. No special funding exists to compensate school divisions for expenditures necessary to replace or augment their school materials.

. Curriculum committees responsible for the design of curricula and for choosing materials are working largely without sophistication or specific guidance regarding sexism. Current guidelines stress only the avoidance of sexism rather than the inclusion of issues related to sex-role stereotyping.

. No curriculum for "women's studies" exists, nor as yet have any modules suitable for integration into other courses been devised. If this topic is to be addressed by the classroom teacher, it must currently be done incidentally and without access to common guidelines, materials, or suggested activities.

. Equality of access to programs such as Home Economics, Industrial Arts, credit Physical Education, and so on has not been achieved in many schools and divisions. Where all programs are available to either sex the content is frequently unnecessarily tailored for one group or the other. "Bachelor Survival" is not the equivalent of Home Economics. We note that equal access to all programs has been seen as expendable if there is any pressure on facilities, staff or timetabling.

. Career counselling has largely omitted a strategic analysis of the factors underlying the career expectations and choices of young men and women. Stereotypical career choices need to be viewed by students in the context of the real economic climate, the projected number of years in the labour force, differential income scales, and so forth. Adolescents seem to cling tenaciously to stereotypical role expectations and much needs to be done to understand this phenomenon. Sophisticated processes and instruments to direct students into satisfying post-secondary training and careers beg the question when the single most significant factor in career choice remains the sex of the individual.

. Teachers who wish to actively deal with issues related to sex-role stereotyping in their curricula have little access to systematically organized information, inservice, professional support or community direction.

. The number of women teachers participating in educational leadership through designated administrative positions is declining each year.

  . Since 1970-71, the percentage of women principals has dropped from 15% to 10%.

  . There were 2 women assistant superintendents in 1980-81 and no women acting as superintendents or directors of education.

. Women lack access to the informal social and decision-making structures within a community. They have fewer opportunities to encounter male mentors, and there are virtually no female mentors to assist them in their career progress. Women are rarely shoulder-tapped to aspire to an administrative appointment. Hiring and selection criteria are rarely stated, subjective evaluation of applicants allows for and even encourages the involvement of biases and assumptions of competence made by those selecting future administrators.

- Pre-administrative positions (e.g., teacher Division III in an elementary school with phys ed responsibility) are largely held by men. (Thirty percent of Division III only teachers are female, 98% of Division I only teachers are female.)
- The proportion of male:female teachers is changing radically. In 1970-71, males comprised 41.1% of the profession. They now make up very nearly 50% of the teaching force. Much is being said for the advantages of placing a male teacher at the Division I level, little concomittant pressure is placed on moving women to Division IV mathematics, for example. Women are being supplanted even in those jobs they once completely dominated: there are now several men teaching Home Economics one-third time or more; there is only one woman teaching Industrial Arts. Unequal progress in de-sexing certain teaching roles cannot be viewed entirely positively.
- Declining enrolments and tough questions of teacher cutbacks present school boards with difficult decisions. It has been clearly documented that in other provinces such cutbacks have meant that women are the first to lose their positions or to be cut back to part-time employment. There is little to prevent the explicit or implicit biases of boards to lead them to terminate teachers for redundancy on the basis of sex, marital status, parenting responsibilities, number of incomes in the family unit, and so on. Assumptions about the suitability of a teacher for a specific subject on the basis of sex can also be made.
- The average teacher salary in Saskatchewan for 1979-80 was $21,133. For men, the average was $23,500. For women, the average of $18,858. This is accounted for by pre-service education and by administrative allowances. Ninety point six percent of men have at least one degree, 53.3% of women have reached that level. Women typically took less training than men, sometimes so that they

could work to support their husband's advanced education. Others believed extensive training was unnecessary because they anticipated short teaching careers. The average female administrator's salary was $22,619, the average male administrator received $27,996. It is clear that women are assigned to smaller schools with proportionately less release time.

. Maternity leave provisions vary according to board policy or to the local agreement in effect. At best the provisions vary widely and some retain the aspect of determining maternity leave periods at least partly on the basis of employer convenience.

. Women comprise 92.4% of part time teachers. It cannot be assumed that every instance is the result of teacher preference. Most temporary contracts are held by women, such contracts being associated with the loss of employee benefits, tenure, and protection under the Education Act.

. Many women who have demonstrated exceptional educational leadership have left the classroom to enter new professions where there are fewer barriers to their advancement and recognition.

In light of these facts and opinions, the Saskatchewan Teachers' Federation recommends that the appropriate steps be undertaken by the Department of Education to implement the following recommendations:

13. That a Department of Education committee to participate in revision of present curricula and in the development of new curricula be struck as soon as possible.

14. That a curriculum committee to initiate women's studies be established.

15. That emphasis be placed on revising certain curricula which are particularly appropriate vehicles for dealing with the roles of men and women in society.

16. That student counsellors be encouraged to pursue career counselling strategies which reduce the impact of sex-role stereotyping.

17. That equal access by all students, regardless of sex, to all school programs be ensured.
18. That positive programs to ensure the appointment of women to leadership positions be undertaken.
19. That action be taken to ensure that fair employment practices are maintained at every level.

CONCLUSION

We would generally agree that changes are necessary in the education system. The extent and nature of desired change varies considerably and could be shown on a continuum from very cautious and minimal to radical and extensive. When teachers were asked about the capability of their school in delivering the curriculum envisaged by their discussion, a typical response included:

1. Our staff is capable of anything if given money, time, training, and facilities.
2. There is a need to involve community and staff in setting schools' goals. In small schools this is imperative because in larger schools there is a much wider offering of subjects.
3. Small schools lack preparation time for principals and teachers.
4. Our staff sees no limit in terms of capability and commitment.
5. Concern was expressed about inability to implement continuous progress.

The greatest inhibitor to creative discussion, though, was the matter of adequate funding for schools. It would appear that teachers have been well conditioned to accept stringent financial guidelines. While they believe that education is the key to the future development of Saskatchewan and Canada, they raise the matter of the extent of provincial and national commitment.

Discussions of equality of opportunity and quality of programs came down strongly on the side of no separation or distinction between rural and urban education. Respondents indicate a diversity of opinion, and the manifestation of this diversity in school programs needs to come about by decisions made locally and not by provincial prescription.

Respondents are somewhat apprehensive about the meaningful outcome of the Curriculum and Instruction Review Project. Many respondents were inclined to ask - so what? Will anything come out of this discussion? All too many reports end up on shelves gathering dust.

These expressions of feelings or thoughts emerging from responses to the study lead us to make some concluding general recommendations:

Recommendations from Conclusion

20. There is a critical need for governments to take leadership in clarifying the goals and objectives of the educational exercise. This goal clarification needs to look at the total system and all clientele served.
21. Funding needs to reflect the ability to provide programs to achieve these goals. Educational funding needs to receive a higher priority if quality and equality are to be achieved.
22. It is well documented that many excellently conceived programs are not put into place because little attention is given to implementation. Therefore immediate attention must be given to implementation processes if any changes are forthcoming from the examination of curriculum and rural education.

APPENDIX A

EDUCATIONAL GOALS AGENCY

1.1 A Canadian Office of Education, or a national agency similar to the provincial agency proposed below, should be established in Canada.

1.2 The Government of Saskatchewan should establish an independent permanent agency to fulfill the following functions:

1.2.1 to act, initially, in the capacity of a Royal Commission insofar as its task would be to investigate and identify broad societal goals. In order to ensure that the democratic process was observed much field work would be necessary, and submissions received from provincial organizations, local groups and communities.

1.2.2 to assume responsibility for the articulation of these societal goals, and for making recommendations to the Government on possible future action with regard to goals.

1.2.3 to maintain an on-going monitoring function

-- to ascertain that Government action was consonant with the articulated goals.

-- to ascertain that the various government departments responsible for implementing government policy translated goals into programs. This would entail close cooperation with the various departments and involve close examination of program statements, the facilities provided and the financial commitment to the programs. In some sense the agency could serve as liaison between the Departments and the Cabinet, if the Government's allocation of funds for the program was unrealistic.

1.2.4 to maintain an evaluative function to evaluate the results of program implementation in terms of the stated goals, in order to determine whether the goals had been, or were being met. This would involve feedback both from the implementing agencies and from communities. By means of this feedback the agency would determine whether the goals were still valid and acceptable, or whether they should be reassessed in the light of changing conditions.

1.2.5 to report to the Government at regular intervals, but it should also be prepared to report to the public at large at least once per year.

1.3 The proposed Educational Goals Agency should consist of:

1.3.1 A small nucleus of permanent salaried members to ensure continuity of service, and non-political bias.

1.3.2 A relatively large membership (25-35) representatives of various organizations and sectors in the province to serve as voluntary members for a specified period (2 - 3 years). The rotation of members would ensure the infusion of new ideas and prevent the agency from becoming too remote from local communities. Representation should be given to such groups as high school and university students.

1.3.3 A small secretariat and technical staff to supply the expertise in research and field work.

APPENDIX B

List of all Recommendations

1. Personal, social and career development will not happen incidentally in an already full program, and therefore steps need to be taken to develop specific materials in these areas.
   (Note: Saskatchewan does have a K-12 Career Education program, but we question whether it is being used as the vehicle to help develop these needs.)

2. Teacher pre- and in-service training needs to accommodate the development of competence in the area of personal development in its broadest definition.

3. University pre-service education must provide preparation that embodies the following principles:
   - teachers should become generalists rather than specialists
   - the program should include components which make the teacher the human element
   - the program should promote internalization of what is involved in being a professional, with specific reference to the professional's involvement in his or her own learning and continuous updating.

4. The teacher and all agencies directly involved in education (school boards, Department of Education, administrators, STF) must become committed to the concept of inservice and its power to continuously renew and revitalize education. One implication of this concept is the provision of more time during the regular school day for professional development.

5. Inservice education in managing multi-graded classrooms is seen as an immediate need.

6. Supervision and evaluation of teachers which is based on the knowledge about adult learners and is undertaken as a supportive rather than judgemental activity can aid in the growth and development of teachers. Such supervision requires a commitment of time, training, and the development of mutual trust and support. The potential for applying collegial supervision models might well be investigated.

7. Teachers and their school communities must recognize the need for improved communication. Educators need to recognize the importance of ongoing public education. The community needs to be involved in goal setting, clarification, understanding and supporting the means to achieve these goals.

8. There needs to be further examination and discussion with respect to the development and implementation of an integrated core of programs, especially at the high school level. In what are generally considered to be the academic areas, the program might include offerings in: English, Mathematics, Social Science, and Natural Science. This core should be accepted as a basic offering for all students and be considered by the University for entrance requirements. This should not deny students access to specialized offering where the school can offer these. Core programs could be developed in other subject areas in the same way. (i.e., Physical Education, Industrial Arts and Aesthetics.) This recommendation addresses frequently mentioned concerns regarding integration, relevancy and the need to look at the development of students in a more holistic manner.

9. Respondents indicate that programs must stress the process of learning and appreciation of knowledge rather than the acquisition of facts.

10. Provision for more local curriculum development and adaptation is seen as necessary by the respondents. The implications of this recommendation needs attending to, for example: acquisition of professional skills for teachers through pre-service and inservice; and time for the task.

11. Structures are required to ensure that school programs are able to respond more quickly to changing needs.

12. The comments or responses included in tables 5 - 11 indicate that all of the concepts identified have promise or potential, but need to be approached cautiously. There appears to be some gnawing concern that once again we will tinker with some facets of the system, rather than coming to grips with what we expect of the total educational enterprise. Once the goals of education have been clarified, there is a need for experimentation with innovative and creative structures of organization and delivery systems.

13. That a Department of Education committee to participate in revision of present curricula and in the development of new curricula be struck as soon as possible.

14. That a curriculum committee to initiate women's studies be established.

15. That emphasis be placed on revising certain curricula which are particularly appropriate vehicles for dealing with the roles of men and women in society.

16. That student counsellors be encouraged to pursue career counselling strategies which reduce the impact of sex-role stereotyping.

17. That equal access by all students, regardless of sex, to all school programs be ensured.

18. That positive programs to ensure the appointment of women to leadership positions be undertaken.

19. That action be taken to ensure that fair employment practices are maintained at every level.

20. There is a critical need for governments to take leadership in clarifying the goals and objectives of the educational exercise. This goal clarification needs to look at the total system and all clientele served.

21. Funding needs to reflect the ability to provide programs to achieve these goals. Educational funding needs to receive a higher priority if quality and equality are to be achieved.

22. It is well documented that many excellently conceived programs are not put into place because little attention is given to implementation. Therefore immediate attention must be given to implementation processes if any changes are forthcoming from the examination of curriculum and rural education.

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53.

CURRICULUM AND INSTRUCTION REVIEW: PLANNING FOR THE 1980's

A Submission

to the

Curriculum and Instruction Review Committee

Department of Education

SASKATOON BOARD OF EDUCATION

R.G. Fast
Director of Education

February, 1983

EXECUTIVE COUNCIL

Dr. R.G. Fast - Director of Education
Mr. B. Bender - Executive Assistant
Dr. B. Earl - Superintendent of Schools (Secondary)
Dr. D. Hicks - Superintendent of Planning, Development and Research
Dr. M. Kindrachuk - Superintendent of Schools (Elementary)
Dr. H. Langlois - Superintendent of Business and Administration
Mr S. Warder - Assistant Superintendent of Facilities

ADMINISTRATIVE COUNCIL

Administrative Council consists of Executive Council members plus the Assistant Superintendent of four central office departments.

INSTRUCTIONAL COUNCIL

Instructional Council consists of the Director of Education, Exec. Assistant, Superintendents and Assistant Superintendents of the Elementary, Secondary and the Planning, Development and Research Departments plus central office coordinators.

Names of Secondary Curriculum Committees: 1982-83

Activities Council; Business Education; Computer; English; Family Life; Fine Arts; Gifted Education; Guidance; Home Economics; Industrial Arts and Technologies; Low Achiever; Mathematics; Music; Native Education; Outdoor Education; Physical Education; Science, Second Languages; Social Sciences; Work Education.

Names of Superintendent's Advisory Curricular Committees (Elementary): 1982-83

Art Committee; Band Program; Band Zone Chairpersons; Civics 100; Computer Education Committee Steering Committee; Computer Literacy Sub-Committee; Computer Development and Evaluation Sub-Committee; Computer Resource Material Sub-Committee; Creative Playground Committee; English as a Second Language Committee; Equipment and Materials Committee; Gifted and Talented Education; Ad Hoc Committee - Mathematics for Gifted; Ad Hoc Committee - Future Problem Solving; Ad Hoc Committee - Early Childhood; Health Education Committee; Home Economics Committee; Industrial Arts Committee; Language Arts Committee Steering Committee; Division I Language Arts Sub-Committee; Division II Language Arts Sub-Committee; Division III English Committee; Learning Resource Centre Committee; Low Achievers Committee; Mathematics Committee Steering Committee; Miscellaneous Representatives: Continuing Committee on Field Experiences, Creative Adventure, Kids Corner; Music Committee, Native Education Committee; Outdoor Education Committee; Physical Education Committee; Zone Convenors; Review of Principals' Handbook; Safety Education Committee; Science Steering Committee; Science Sub-Committee Earth Science; Science Sub-Committee Life Science; Second Languages Committee; Social Studies Committee; Special Education Committee; Textbook Centre Committee.

FOREWORD

We wish to commend the Department of Education for undertaking a provincial review of curriculum and instruction and we are pleased to transmit this submission to the Department of Education Curriculum and Instruction Review Committee as well as to the staff and interested parents of students in Saskatoon Board of Education schools.

We are confident that this document will serve as a resource and as a springboard for developing clearer insights into the vital processes of educating young people.

Dr. R.G. Fast
Director of Education

ES Cardwell
Mr. E.S. Cardwell
Chairman of Board of Education

Saskatoon Board of Education

Mr. E.S. Cardwell
Chairman

Dr. J.G. Egnatoff
Dr. A.W. Hindmarsh
Mrs. Dayle Norman

Mrs. Ruth Taylor
Rev. R.J. (Bob) Thompson
Mr. P.C. Walker

Acknowledgments

While the footnotes in this submission refer to official system documents it is gratefully acknowledged that the ideas taken from those documents are a *product of the interactions* and study of many committees and many persons including students, parents, teachers, school administrators, central office personnel and trustees.

The contributors to this submission are as follows:

- Approximately eleven-hundred teachers and staff who daily influence the direction and the quality of education.

- Thirty-seven curriculum committees which involve approximately 350 teachers annually in curriculum planning.

- One-hundred educators contributed to a 1 1/2 day Curriculum and Instruction Review Symposium held in April, 1982.

- Citizens' Advisory Council, which consists of representatives from all Home and School Associations, conducted studies and developed papers which are extensively quoted in this submission.

- Twenty-four-hundred (2400) parents from 54 schools, representing a sample of 4000 students, responded to a questionnaire on the purposes of schooling and on school quality.

- Approximately 70 school administrators examined draft versions of this submission and many contributed ideas to it directly.

- Central office consultants and coordinators provided information and insights.

- Instructional Council provided interpretive guidance about the feedback on draft versions of this document.

- Administrative and Executive Council gave direction and leadership.

- Typists, secretaries, printers and other support pesonnel made this document a reality.

- The Saskatoon Curriculum and Instruction Review Committee consisting of Mr. W.J. Krynowsky (Chairman), Mr. B. Dilts, Dr. D. Hill, Mr. M. Houghton and Dr. D. Gleave devoted many hours to conceptualizing the review process and to coordinating and preparing this submission.

- Trustees of the Saskatoon Board of Education, over a period of years, developed the policies and established the conditions required to have all of the foregoing take place.

With the above processes and resources the task of assembling this submission was exciting and challenging. I am confident that this document will be useful in our quest to enhance the quality of education for students in the years ahead.

Thank you for your valued contributions!

R.G. Fast
Director of Education

ABSTRACT

The 66-page submission identifies the questions asked by the Provincial Curriculum and Instruction Review Committee, provides descriptive information about the questions using school system documentation and, in the final chapter, it focuses on considerations and recommendations to the Department of Education.

The questions, the information and the recommendations are categorized into four main headings which relate to:

(1) Goals of Education for Today and the Future.
(2) The Processes for the Development of Courses, Programs and Program Policies
(3) The Essence of Education Which is Teaching and Learning.
(4) The Outcomes for Students, Parents, Citizens and Educators of the Total Process of Planning and Teaching-Learning.

In Chapter II the goals of the Saskatoon Board of Education are equated to the thirteen "purposes of schooling" in the Department of Education questionnaire. From the questionnaire the purposes of schooling are prioritized. Goal perceptions for the future by educators who participated in a Saskatoon Curriculum Symposium are described, as well as perceptions of the Saskatoon Citizens' Advisory Council.

Desired processes for curriculum development are described in Chapter III. The main problems addressed are those relating to bridging the gap between course of study development and the changes that are expected to occur at the student-teacher level in the classroom. The matter of meaningful involvement of all stakeholders in education is also discussed.

Chapter IV provides examples of current courses and plans which reflect the best judgements of the Saskatoon Public Schools in meeting the present and future needs of children. It considers continuous progress as an instructional strategy and as a means for helping students learn. Current conceptions about discipline, fine arts, special needs, learning styles, integration and articulation are presented.

The report concludes with specific recommendations to the Department of Education. It indicates that the submission represents only one dimension of the on-going process of review and forward planning, and that insights gained about the system itself during the review process will be assembled in other system publications.

An epilogue in the report reads as follows:

> "It is hoped that this document will serve as a resource and a springboard for developing clearer insights into the processes and directions for educating young people."

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Chapter I - Curriculum and Instruction Review: Purposes, Processes and Submission Design

1. Purpose of the Review

In the fall of 1981 the Department of Education initiated a provincial review "to assess the adequacy of educational programs in meeting the present and future needs of Saskatchewan students."

This provincial initiative provided an added impetus to educators within the Saskatoon Board of Education to extend and to intensify their own review. It was reasoned that through continued self-evaluation and careful study benefits would accrue to the school system and that the insights gained would be shared with the Department of Education through this submission.

More specifically the system purpose of the Curriculum and Review process was:

> "to identify what changes and improvements in curriculum and instruction are required in Saskatoon Board of Education schools during the period 1983-88, and to state the implications for the school system and for the Department of Education."[1]

The graphic which follows suggests that review is a process of planning for the improvement of education.

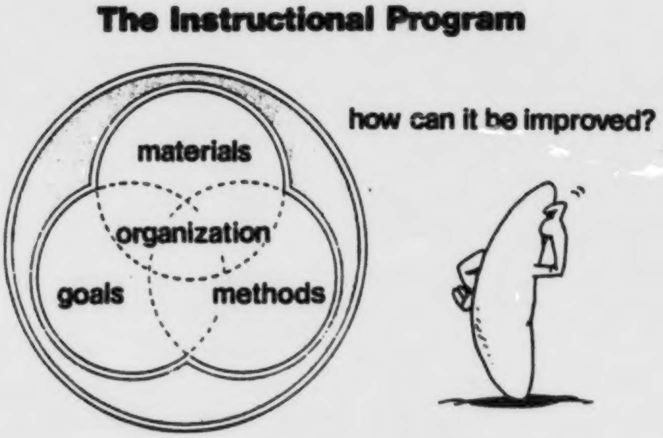

Figure 1: Planning The Instructional Program.

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[1] See Appendix A: "A Proposal by the Curriculum and Review Sub-Committee", January, 1982.

2. The Major Process Used in the Review and In the Development of This Submission: A Chronological Summary

Date	Actions Undertaken
January, 1982	Dr. R.G. Fast, Director of Education, stated that "the time has come for a total examination of our curriculum, and there is no better time to do this then when the Department of Education is reviewing its curriculum and inviting submissions from various jurisdictions".[1] An Administrative Council Committee for initiating this project was appointed and consisted of: Mr. W.J. Krynowsky (chairman), Mr. R.F. Dilts, Dr. D.H. Gleave, Dr. D.R. Hill, and Mr. M.R. Houghton.
March, April 1982	Thirty-seven Curriculum Committees within the elementary and secondary schools of the Saskatoon Board of Education which usually plan for the year ahead were requested to make projections for 1983-88.[2]
April, 1982	"Curriculum and Instruction Review Symposium: Planning for the 1980's" involving 100 educators was held "to focus on the needs and improvements that are required in Saskatoon Board of Education schools during the period of 1983 to 1988, and to develop long range plans which would be helpful to us and to the Department of Education."[3]
April, May 1982	Reports of the symposium and the 37 Curriculum Committees were studied by Administrative Council and by Instructional Council.
November, 1982	Distribution and collection of Department of Education "Issues in Schooling" paper and questionnaire.
December, 1982	1. Tabulation of "Issues in Schooling" questionnaire with particular emphasis on the purposes of education. 2. Study and examination of existing system documents developed in 1980-1981 and 1981-1982 to describe and to identify current and future directions.

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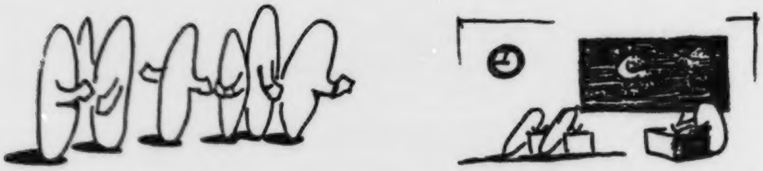
1. Information letter to the Board of Education, Dr. R.G. Fast, Feb., 1982
2. Appendix B provides a sample submission by a Curriculum Committee
3. Planning Development and Research Department Bulletin. p. 2., Number 82-03.

January, 1983	1. Completion of an initial draft of a submission to the Department of Education. 2. Distributions of draft version to principals, consultants, Citizen's Advisory Council, Instructional Council and Trustees for comment and verification.
February, 1983	1. Distribution to the Board of Education. 2. Presentation to the Department of Education Hearing, February 26.
March, 1983 to June, 1983	1. Examination and study of the Issues in Schooling questionnaire results by Administrative Council, trustees, Citizens' Advisory Council, curriculum committees and schools to identify implications for planning for 1983-84 and beyond. 2. Preparation of broad guidelines to schools and curriculum committees in planning for 1983-84. 3. In the light of the above schools and curriculum committees will develop proposals for 1983-84 similar to those in Appendix B. 4. Preparation of a system planning document for 1983-84. 5. As in previous years, detailed and final planning by schools and curriculum committees for 1983-84.
September, 1983	1. Implementation of plans; evaluation of courses, program and processes with the intent of continued improvement in the quality of learning opportunities for students.



Review and Planning Requires Discussion, Study, Time and Creative Energy

3. The Submission Design

The Department of Education discussion paper and questionnaire was examined carefully and approximately thirty specific questions were identified or inferred.

In order to organize responses, the identified questions were categorized to fit the four rectangles in the graphic model shown in Figure 2 below.

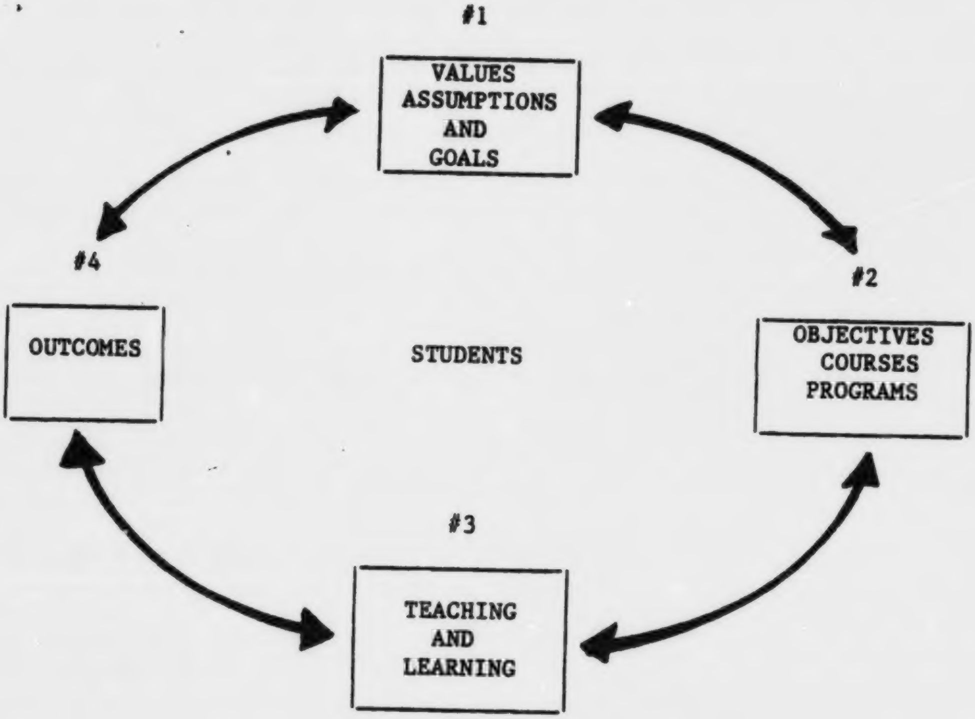

#1
VALUES ASSUMPTIONS AND GOALS
#4
OUTCOMES
STUDENTS
#2
OBJECTIVES COURSES PROGRAMS
#3
TEACHING AND LEARNING

Figure 2: A General Model Depicting the Major Components of Education.[1]

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[1] Manual of Guidelines and Procedures for Curricular Development and Evaluation. Planning, Development and Research Department. August, 1981. p. 20.

The subsequent chapters are designed as follows. Questions and ideas related to goals in rectangle #1 are given in Chapter II.

Figure 2 on the previous page suggests that goals provide guidelines for describing student objectives and for the development of courses, programs and program policies. These matters are addressed in Chapter III. The products of curriculum development, which usually result in a course of study, serve as the major input for planning the teaching and learning at the school and classroom level depicted in rectangle #3. Questions, responses and issues related to teaching and learning at the school and classroom level are discussed in Chapter IV.

The results of the educative process are depicted as outcomes in rectangle #4. The inclusion or exclusion of information about outcomes is addressed under the topic of delimitations which follows.

4. Delimitation of Topics and Contents of This Submission

(1) The emphasis in this report will be on goals; courses, programs and program policies; and on the questions and issues in teaching and learning.

(2) Topics and issues dealing directly with educational finance and school facilities, supervision and communications will not be included in this submission.

(3) With respect to outcomes of education the Issues in Schooling discussion paper poses questions such as: What are the literacy and numeracy standards? How do parents perceive the quality of education in schools? Reports on student achievement and on parental satisfaction will not be included in this submission. These will more appropriately be directed to the Board of Education in a separate document.

(4) This submission is not intended as an exhaustive treatment of all the issues related to curriculum and instruction. For the purposes of this document "review" is considered as an integral part of the on-going process of planning.

(4) This submission represents one of the products of the curriculum and instruction review process. Other documents will consist of: Saskatoon Data on the Issues in Schooling Questionnaire, a System Planning Document for 1983-84, reports and study by schools, curriculum committees and many others.

Chapter II - Goals of Education: What are Schools For? What Are the Needs of Children? What Needs Should Schools Be Meeting?

1. A Summary of Questions Related to Goals of Education Posed in the Issues in Schooling Discussion Paper

In addition to the questions included in the title of this chapter the following questions are stated or inferred in the curriculum and review discussion paper.

- What expectations and requirements does society have for educational systems?
- What is the role of academic programs today?
- Should schools be involved in providing specific vocational skills?
- Should schools teach generally accepted values?
- Has the school become more a social agency than an "institution of learning"?

The sections of this chapter which follow provide the reader with an overview and a validation of the goals of education for Saskatoon Board of Education schools.

2. Goals Are Statements of Mission or Purpose

School jurisdictions must have goal statements which reflect societal expectations and the school programs in turn must reflect those goals.

The Saskatoon Board of Education directs educators to teach, guide, inform, assist, awaken, cultivate or help students in six major areas of development. These areas are:

- Academic Development
- Social and Cultural Development
- Personal Development
- Ethical, Moral and Spiritual Development
- Health and Physical Development
- Vocational Development

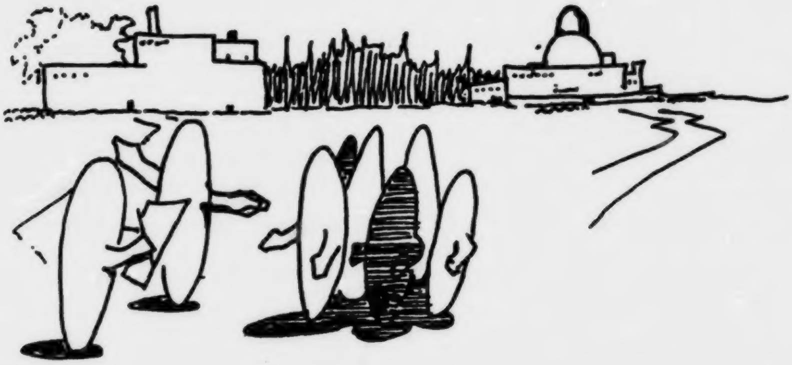
The goal statements which appear in the next page were developed through extensive involvement of citizens and parents in 1973[1] and were reaffirmed in Board policy in 1979.[2]

In November, 1982 the Provincial Curriculum and Review process has provided an opportunity to prioritize and to validate the Saskatoon goals of education. The prioritization and validation was done as follows:

Step I: Principals invited and encouraged parents to complete the Issues in Schooling Questionnaire and to return it to their home school.

Step II: The thirteen goal statements in the provincial questionnaire were equated to the six major goal statements in Saskatoon policy.

Step III: A priority list of "purposes of schooling" was developed and incorporated into the Saskatoon goals of education.



Review: Saskatchewan Style

Review brings groups together to explore and to make choices about the future of education and of our society. Through study citizens and educators shape their answers to enduring questions about who shall receive what kind of education?

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[1] Citizens' School Inquiry, 1973. 115p.

[2] Policy Register and Administrative Manual, Saskatoon Board of Education

GOALS OF EDUCATION FOR SASKATOON BOARD OF EDUCATION SCHOOLS

The Saskatoon Board of Education directs educators to [teach, guide, inform, assist, awaken, cultivate or help] *students in six major areas of development. The areas are: A. Academic B. Social and Cultural C. Personal D. Ethical, Moral and Spiritual E. Health and Physical F. Vocational.*

In order to condense the complete, eight-page statement of goals in Board Policy 1001, dated June, 1979, only the objects of the [action words] *are highlighted below.*

A. ACADEMIC

A1. High academic competence
A2. Knowledge
A3. Thirst and delight in learning
A4. Ability to think profoundly
A5. Command of scientific thought and language
A6. Pride in Canada
A7. Respect for agriculture and pioneers
A8. Pride and commitment to our community
A9. Practice in democracy
A10. Need for beauty and conservation in our environment
A11. A consumer consciousness
A12. Insights into social, economic, and political institutions
A13. Appreciation of fine arts
A14. Creative potential
A15. Capacity to wonder
A16. Decision-making skills
A17. Intellectual powers

B. *SOCIAL AND CULTURAL*

B1. Acceptable group behavior
B2. Concern for self and others
B3. Civic spirit
B4. Influence future of society
B5. Sensitivity to cultures
B6. International good will
B7. Ability to accept change
B8. Appreciation of greatness,
B9. Wholesome family living
B10. Human rights and responsibilities
B11. A sense of cultural identity

C. *PERSONAL*

C1. Self-concept and personal worth
C2. Sense of self-direction
C3. Confidence and hope
C4. Self-discipline
C5. Leisure interests
C6. Channeling feelings in productive ways
C7. Proper social conduct
C8. Happiness in living

D. *ETHICAL, MORAL AND SPIRITUAL*

D1. Sensitivity to right and wrong
D2. Beliefs and faith are a guide to behavior
D3. Life has meaning and purpose in a spiritual and religious sense
D4. Regard for dignity of the human being and respect for human life

E. *HEALTH AND PHYSICAL DEVELOPMENT*

E1. Sound mind in a sound body
E2. Good health
E3. High physical fitness
E4. Human sexuality
E5. Control in use of drugs and alcohol

F. *VOCATIONAL*

F1. Information on career opportunities
F2. Career selection
F3. Integrity and industry
F4. Understanding the role of science and technology in the world of work
F5. Skills required for changes in employment

"The ultimate product of education is not merely a continuing learner, nor a good workman, nor a dependable citizen, nor a wholesome character, nor an integrated personality. It is all of these, and more!"

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3. Equating Saskatoon Board of Education Goal Statements to the "Purpose of Schooling" in the Provincial Questionnaire[1]

Major Goal Categories, Saskatoon Board of Education	"Purpose of Schooling" Part 4, Department of Education Questionnaire
A. Academic	Develop skills of reading, writing and mathematics. Learn how to obtain and use information. Acquire knowledge.
B. Social and Cultural	Develop good citizenship. Foster appreciation of culture and beauty in the world. Encourage the understanding and practice of family living skills. Promote awareness of current problems and issues.
C. Personal	Develop pride in self. Learn how to use leisure time. Learn to respect and get along with people.
D. Ethical, Moral and Spiritual	Support ethical and spiritual development.
E. Health and Physical	Practice and understand the ideas of health and safety.
F. Vocational	Develop skills to enter a specific field of work.

---

[1] It is acknowledged that readers may choose to equate different "purposes of schooling" to the social-cultural and personal categories in the Saskatoon Board of Education goals.

4. A Priority Rating of the Thirteen Purposes of Schooling For Saskatoon Schools[1]

"New goals of education need to be confirmed and old ones revalidated if public schools are to move forward with a motivating sense of direction."

"Purposes of Schooling" Part 4. Department of Education Questionnaire	Percentage of parents who chose the following categories:					
	(i) Very Important	(ii) Important	(i)&(ii) Total	(iii) Somewhat Important	(iv) Not Important	(iii) & (iv) Total
1. Develop skills of reading, writing mathematics.	84	15	99%	1	0	1%
2. Learn how to obtain and use information.	75	23	98%	2	0	2%
3. Acquire knowledge.	73	24	97%	3	0	3%
4. Learn to respect and get along with people.	75	22	97%	3	0	3%
5. Develop pride in self.	71	24	95%	4	0	4%
6. Develop good citizenship.	49	40	89%	9	1	10%
7. Practice and understand the ideas of health and safety.	49	39	88%	11	1	12%
8. Promote awareness of current problems and issues.	36	50	86%	12	1	13%

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[1] The percentages given here are based on approximately 2450 returns of parents from Saskatoon Board of Education schools.

"Purposes of Schooling" Part 4. Department of Education Questionnaire	Percentage[1] of parents who chose the following categories:					
	(i) Very Important	(ii) Important	(i)&(ii) Total	(iii) Somewhat Important	(iv) Not Important	(iii) & (iv) Total
9. Develop skills to enter a specific field of work.	47	30	77%	16	6	22%
10. Encourage the understanding and practice of family living skills.	34	40	74%	20	4	24%
11. Learn how to use leisure time.	26	38	64%	27	8	35%
12. Foster appreciation of culture and beauty in the world.	25	38	63%	27	8	35%
13. Support ethical and spiritual development.	23	37	60%	27	8	37%

The prioritization of goals makes it evident that parents view academic goals as the prime purpose of education. Goals related to personal development are a close second - with 96% of the respondents stating that "development of pride in self" and "learning to respect and get along with people" are important skills and attributes.

Social and cultural goals are also deemed important with 63% to 89% of the respondents stating that citizenship, culture and beauty, family living skills and study of current problems and issues are a requirement of schools.

Eighty-eight (88) percent of the respondents rated health and physical development as high priority goals.

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1. Some of the percentages may not add up to 100 because some respondents checked "no comment".

Developing skills to enter a specific field of work was rated highly by 77% of the respondents.

Finally, while use of leisure time and ethical-spiritual development were the lowest priority it is noteworthy that the majority of respondents (60-64%) felt that schools had a responsibility in this area.

The foregoing leaves no doubt about the fact that parents have very high and diverse expectations of schools.

These expectations are likely to continue and to intensify as we enter the final decades of the 20th century.

5. Recent Interpretations of Board of Education Goal Statements

In support and refinement of the formal statements of goals in Board policy, recent annual reports of the Saskatoon Board of Education[1] have the following statements of goals and direction:

> "The primary goals for education include helping children to acquire academic skills; to learn information and ideas; to gain understanding and insights; to think creatively; and to whet a thirst for knowledge."

> "The 'three R' concept of basic skills is not adequate for the 1980s. Schools must do much more than teach those skills today. Citizenship, consumer education, an appreciation of Canada as a nation, and an understanding of man's place on the globe; these are important in equipping our students for the future."

> "Values also have a place in our schools, and that emphasis is not new. Teachers have always emphasized honesty, integrity, respect for the law. Schools must continue to encourage the development of respect for others and for oneself. Such values may be instilled in every class, from discussions of the ethics of Science, to the course of mankind as charted in Social Studies. The public school system cannot be an amoral system; it is important that we take a stand on moral issues."

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[1] Saskatoon Board of Education. Our Schools: Challenges of the '80s. 1980-81 Annual Report.

"The challenge of the 1980's for the school, the home, the church and the community is to nurture a climate for moral growth. A child's moral development is reflective of his or her family experiences, age and abilities. As facilitators in a child's journey to maturity, educators acknowledge that each student has the right to a personal understanding of life's important issues, and to act accordingly."

"Respect and love for the infinite worth of each and every person places a very serious obligation on parents, on educators, and on the community. Every person has the right to be respected as an individual. Our schools must fill many needs for many children: from the five-year-old starting kindergarten to the fourteen-year-old entering high school; from the athletic to the physically disabled; from the mentally retarded to the academically gifted; from the mentally retarded to the academically gifted; from new Canadians to Native students new to the city. These examples suggest the rich mixture of students in the system, and the complexities which must be faced in educating them."

"Our schools are continuing to examine and incorporate the uses of technology; to keep pace with scientific advancements, and to be aware of and sensitive to their societal implications.

In addition to television, videotapes and calculators, the latest wave of technology includes mini and micro computers, automobile computers, word and data processors and other electronic devices. Because these devices are now used in households, business offices and schools, computer terminology is becoming part of our day-to-day vocabulary."

"While keeping pace with technological advances, our schools must also monitor the changes technology leaves in its wake. The challenge of the 1980's will be to ensure that the elements that we value in our society are enhanced by technology rather than eroded. Educators can be a positive force in this direction."

Statements such as the above serve as reminders to educators and as guidelines for planning and adapting courses and program.

Refining and redirecting goals of education is a challenge to all.

"The word challenge has several connotations. It indicates a test or a problem, but at the same time an opportunity to grow and to excel. Parents, educators and the community share in the challenges of educating our young people. By working together, we can ensure continuing high standards of education throughout our schools."[1]

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1. Dr. R.G. Fast. Annual Report, 1980-81

6. An Overview of Citizens' Advisory Council Papers and Studies Which Relate To Goals of Education

The Citizens' Advisory Council of the Saskatoon Board of Education has produced a number of studies and reports which describe their perceptions of goals of education for the present and the future.

In a study of quality programming the Council Members agreed and appreciated that:

(1) "Each child learns at his own rate, has different experiences, has different interests and has a different home life."

(2) "All children need a positive self-image, love, approval, encouragement, opportunity, sympathy, courtesy, time and a sense of belonging."

The report on quality programming[1] identifies some considerations that parents value about schools. They were pleased when they felt that:

"The teacher knows my child."

"My child is motivated."

"My child likes school."

"My child feels good about himself."

"The school supports and/or enhances the value systems in my home."

"The teacher talks to my child and to me."

"The teacher is courteous, relaxed and knowledgeable."

"There is a mutual respect among pupils and teachers."

"Through conversation and report cards I know my child's strengths and weaknesses."

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[1] Citizens' Advisory Council. A Report on Quality and Consistency of Programming - K-12 (mimeographed) June, 1981.

The above perceptions attest to the importance that parents attach to the personal development goals. Parents want their children to have a positive self-concept, to have a sense of motivation and direction, to learn respect, and to develop value systems.

In another Citizens' Advisory Council study the interim report[1] has the following recommendations related to ethical, moral and spiritual development goals:

- "Considering the time children are under the supervision of the teacher, their influence on the moral development of the young is direct and continuing. Teachers must recognize they are role models and so must examine their own values and actions."

"Teachers need help and support to bring out and work with values in the public school system. Teachers need help and support to find ways to help students face the moral implications of the subjects being taught."

"Continued emphasis is required in promoting parent-teacher communication, and encouraging the supportive roles provided for parents and teachers in values education."

"There should be at least one class in basic program of the College of Education on values in education."

"The issue of values in education should also be addressed through inservice and seminars for teachers presently in the public school system."

In the area of health and physical fitness development the Citizens' Advisory Council[2] stated that the schools had preventative and curative responsibilities with respect to alcohol and drug abuse. Their recommendations included the following:

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1. Citizens' Advisory Council. "Values in Education." An Interim Report, Fall, 1982. (A final report will be available in February, 1983.)

2. Citizens' Advisory Council "Recommendations of the Citizens' Advisory Council Re Alcohol and Drug Abuse in the Schools", December, 1981.

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- "We recommend that all teachers participate in a short in-service program to acquaint them with the indicators of drug and alcohol abuse and with the names of agencies prepared to deal with such abuse."

- "That a 'Lifestyle Class' be instigated at the earliest possible age level in the school system - and funds be made available for competent resource people to do part of the instruction ... "

With respect to social and cultural goals the Citizens' Advisory Council placed a heavy emphasis on the role of the schools in providing for native students and for education about native peoples.[1]

Their recommendations included the following:

- Hiring of native staff
- Identifying teaching strategies and learning styles which are most suitable for native students.
- Expanded inservice training for teachers
- Presenting native Canadian cultures as a significant part of the cultural mosaic.
- Careful selection of texts so as not to create a distorted image of people of the Indian ancestry.

7. Educators' Perspectives on Present and Future Goals of Education

> *"Education reflects and shapes the values of society. In its reflecting role, education must honor those values and ideals considered important by society; in its shaping role education must provide leadership and vision for the future."*

The foregoing pages identify the values and ideals for education which are considered important by society in general, including educators. The pages which follow provide visions of the future as perceived by educators.

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[1] Citizens' Advisory Council. "Report on the Citizens' Advisory Council Study Group Re The Canadian Native Students in Saskatoon Public Schools."

The theme of the Saskatoon Board of Education Teachers' Institute in February, 1982 was "Quality Curriculum For Today's Students". A portion of the message from Dr. R.G. Fast, Director of Education, reads as follows:

"Examination of school curricula must begin and conclude with the system's goals of education which emphasize:

Academic Development
Vocational Education
Health and Physical Development
Personal Development
Social and Cultural Development
Ethical, Moral and Spiritual Development

These goals remain constant and provide the stable foundation which allows a smooth transition from the curriculum of the past to the curriculum of the future.

Our students will live in a post-industrial society. Toffler predicts this post industrial society will represent the third basic change in civilization. To prepare for this change schools will need to explore innovative and futures oriented curricula. The basic skills are no longer limited to reading, writing and arithmetic. Furthermore, our definition of concepts such as literacy and mathematics will have to expand with the rapidly approaching electronic era.

Curriculum development projects will need to incorporate many areas of emphasis as we modify curricula to meet the needs of the future. Some emphases to keep in mind as you attend Institute sessions include computers, future studies, interdisciplinary studies, life styles, community/global awareness and cooperation, Native studies, career education and work experience. This list is neither exhaustive nor complete. These emphases are intended to promote creative, divergent thinking and discussion in sessions."[1]

In April, 1982 100 Saskatoon Board of Education teachers participated in a 1 1/2 day Curriculum and Instruction Review Symposium.[2] The objectives of the symposium were to:

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1. Institute Brochure. Planning Development and Research Department. February, 1982.
2. Planning, Development and Research Department Bulletin. March, 1982.

(1) Examine and identify existing strengths and weaknesses in education in our schools today.

(2) Participate in study and discussion about the future of education.

(3) Identify specific changes that will be required during the period from 1983-88.

(4) Pursue the matter of improvements in education in their school and/or curriculum committee settings using the motivation and ideas gained during the symposium.

In reflecting on the goals of education the symposium participants stressed that:

- Cooperative goals setting is important.
- A global emphasis in education is required.
- Concern and understanding of the children in the Third World must be fostered.
- Problem solving skills, group skills and future studies are imperative.
- Creativity must be developed.
- Schools must develop an environmental perspective.
- Schools must foster an appreciation of the arts.
- Intercultural and multicultural education is important.

In general, the discussions at the symposium confirmed the goals of education as stated in Board policy.

Elaborating on the reference to intercultural and multicultural education in the preceeding paragraph, the following quote is helpful:

"It is commonplace truth that every educational system intimately reflects the society in which it functions. In its broadest and least controversial sense, education may be defined as the assimilation of the culture of any society and its transmission from one generation to another. Culture is a complex of institutions, history, tools, techniques, traditions, religion and values.

It is imperative that young people in their formative years are exposed to the best in our culture and are involved with its preparation. Cultures in Canada are cultures of Canada, just like languages spoken in

Canada by Canadians are Canadian. Each culture has its beauties and sources of pride which nourish, support and encourage us. Masterpieces or classics recognized by the world belong to the world and are for all cultures.[1]

Instructional Council[2] which consists of superintendents, assistant superintendents and central office coordinators studied the summary reports from the Curriculum Symposium. Some added insights that resulted from the study and discussions of the symposium included the following:

(1) Educators must believe and act on the positive assumption that "they can and do make a difference".

(2) Teaching and practising skills for emotional health and survival in a complex world are a basic in education.

(3) K-12 articulation of content and skills and integration of subjects is an important dimension to which creative resources must be directed.

(4) The role of fine arts in promoting a sense of time and perspective for students must be enhanced.

(5) Schools must foster the development of "wisdom in students".

The reference to developing wisdom in students is amplified in the following statement:

"Far more important than knowledge is the method by which it is reached and the ability to recognize when it constitutes evidence and when not; and more important than any particular ideal is the way in which it is held and the capacity to evaluate it in relation to other ideals. Educators must emphasize methods of analysis. They must build up in students a critical sense of evidence, relevance and validity against which the multitudinous seas of propaganda will wash in vain. They must strengthen the powers of independent reflection, which will enable students to confront the claims of ideals and values by their alternatives and the relative costs of achieving them."[3]

In addition to the regular planning for each year 37 curriculum committees were requested to submit projections for 1983-88. A sample submission from the Work Education Curriculum Committee is included in Appendix B.

An analysis[4] of the reports from the thirty-seven elementary and secondary curriculum committees indicated that during the period of 1983 to 1988 there will be a need for:

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[1] Superintendent's Bulletin Volume 10 No. 34, May, 1982.
[2] A meeting of Instructional Council was held on April 26, 1982 to consider the results of the Curriculum Symposium.
[3] Administrative Council Seminar, May, 1982.
[4] Administrative Council Seminar, May, 1982.

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(1) An emphasis on special needs and alternate courses and programs.

(2) Examining, evaluating, and where necessary, incorporating technological advances.

(3) Continued curriculum adaptation and evaluation to meet student needs.

(4) Continued staff development.

(5) Continued emphasis on articulation of the content, skills and methodology in K-12.

(6) Continued and expanded use of community resources.

8. The Future of Education as Reflected in the Planning for the New Collegiate for 1984.

The Planning Document[1] for the new collegiate is a comprehensive statement of instructional needs that will be met in a new secondary school and provides specific direction on every aspect of school operation.

Some highlights of the planning for teaching and learning follow. They include:

- Awareness of present student needs and interests and the flexibility to be responsive to the future.
- Attention to the ways students learn, the variety of learning styles, and the concomitant instructional processes.
- Integration of subject matter and cross discipline organization of content and inter-disciplinary programs.
- Opportunity for exploratory learning as well as in-depth study.
- Organization for the planned use of electronic media and computer technology.
- An expansion of the definition of the Learning Resource Centre whose services are used to direct, complement, and supplement the delivery of instruction in all subject areas.
- An environment that meets the psychological and social needs of students as well as providing for their intellectual, health, and safety needs.
- The use of community human resources and facilities in the instructional program.

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[1] An Educational Plan For A New High School, Secondary Education Department, 1982. 500 p.

In general, the planning for the new collegiate details the structural and organizational means to work toward the major goals described in this Chapter. In the planning for teaching and learning, there is an emphasis on utilization of electronic media, learning resource centres, learning styles, cross discipline organization of subject matter and content, and utilization of community resources and facilities in the instructional program.

9. Several Projections About Education, School and Learning for the 1980's and Beyond.[1]

Plans, targets and directions . . .

The list of projections which follows appears to be a fitting summary to the foregoing information on goals and directions for education.

(1) The schools must remain responsible to the individual and to society. Their endeavors may be classified into two broad areas:

  a. Competencies in areas of skills, knowledge, understandings and values which society expects the schools to develop in its youth.

  b. Areas of learning necessary to fulfill individual needs and personal aspirations.

(2) Education is a continuous process causing the individual to search for self-understanding and self-improvement.

(3) The role of the schools will continue to be debated among various power groups in our society. Educational leadership is essential for creative planning among these groups.

(4) Systems of educational accountability are essential for society's continuous support of our schools as costs continue to increase.

---

[1] Administrative Council Seminar. May, 1982.

(5) Learning organized by the school should be appropriate to the learner's needs, style of learning and rate of learning.

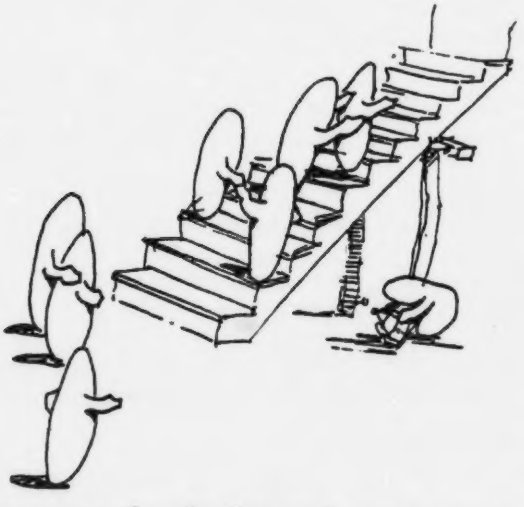
(6) Learning is the individual's discovery of personal meaning, which may or may not be reflected in an overt change in behavior.

(7) Present problems of society and alternatives for the future will become the basis for problem-solving activities with the knowledge of the past used as a resource for seeking solutions.

(8) Skills in planning, predicting, creating, caring, loving and sharing must become basic skills in a schooling context.

(9) In order to meet the needs of society and its individual members, the school must continue to be adaptable, creative and responsive to changing needs.

(10) Schooling in our modern and future societies cannot be restricted to the school setting.



Improvements come slowly through cooperation . . .

Chapter III Development of Courses, Programs and Program Policies: Planning for Instruction.

1. An Identification of the Questions Related to Curriculum Planning

The discussion paper addresses a number of questions related to curriculum planning such as the following:

- Who should develop curriculum?

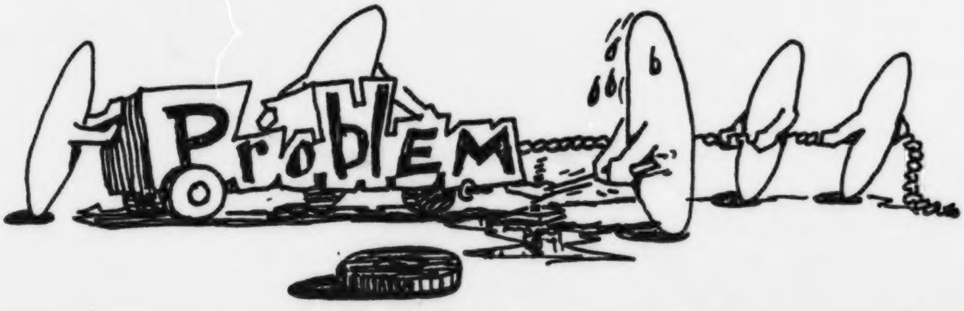
- How should responsibilities for programs and policies be shared among parents, teachers, school officials, trustees and the provincial government?
- Where is the primary responsibility for programs and policies?
- How should the community be involved in deciding what is taught?
- Are Division IV program policies adequate?

The information which follows addresses the above questions. Specific recommendations related to these questions are included in the final chapter of this submission.

2. What is Curriculum Development and Who Should Do It?

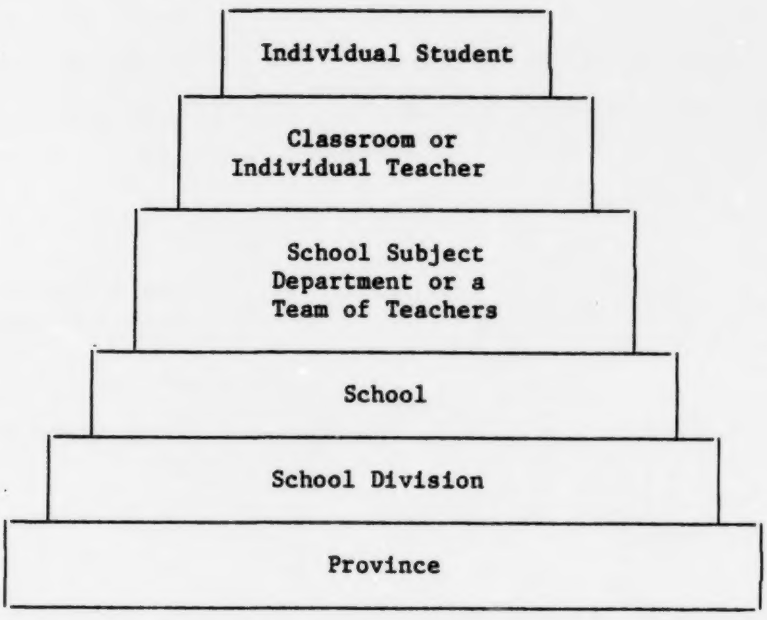
"Curriculum development is a co-operative process involving many people and several levels of administration. Namely, the provincial level, the system level, the school level, and finally the most important being the teacher-student-classroom level.

Only through the individual teacher who manages the learning situation in the classroom can the full potential of curriculum development be realized."



Curriculum Planning Requires Teamwork.

The graphic which follows illustrates the levels of involvement of persons and institutions.


Individual Student
Classroom or Individual Teacher
School Subject Department or a Team of Teachers
School
School Division
Province

PARTICIPATE

Figure 3: Curriculum Development is a Cooperative Process

The graphic representation which was used in Chapter I, and is repeated here, provides a framework for further elaboration on who should be involved and how.

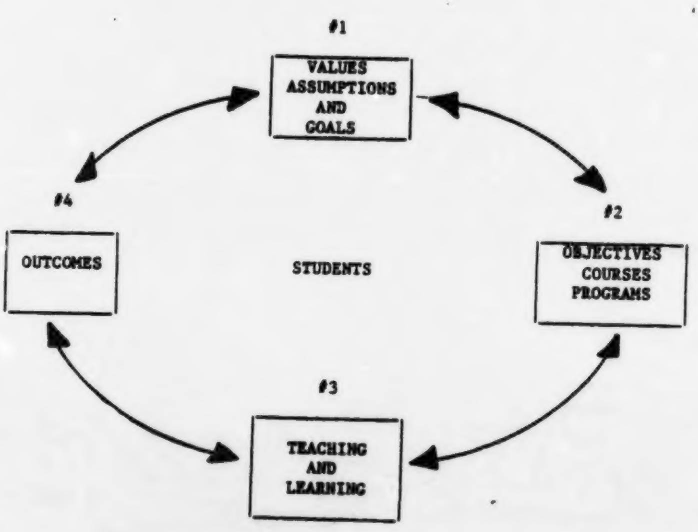

#1
VALUES ASSUMPTIONS AND GOALS
#2
OBJECTIVES COURSES PROGRAMS
#3
TEACHING AND LEARNING
#4
OUTCOMES
STUDENTS

Figure 1: A General Model Depicting the Major Components of Education

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Another frame of reference for evaluating balance in school programs and in individual student choices of courses and programs is shown below.

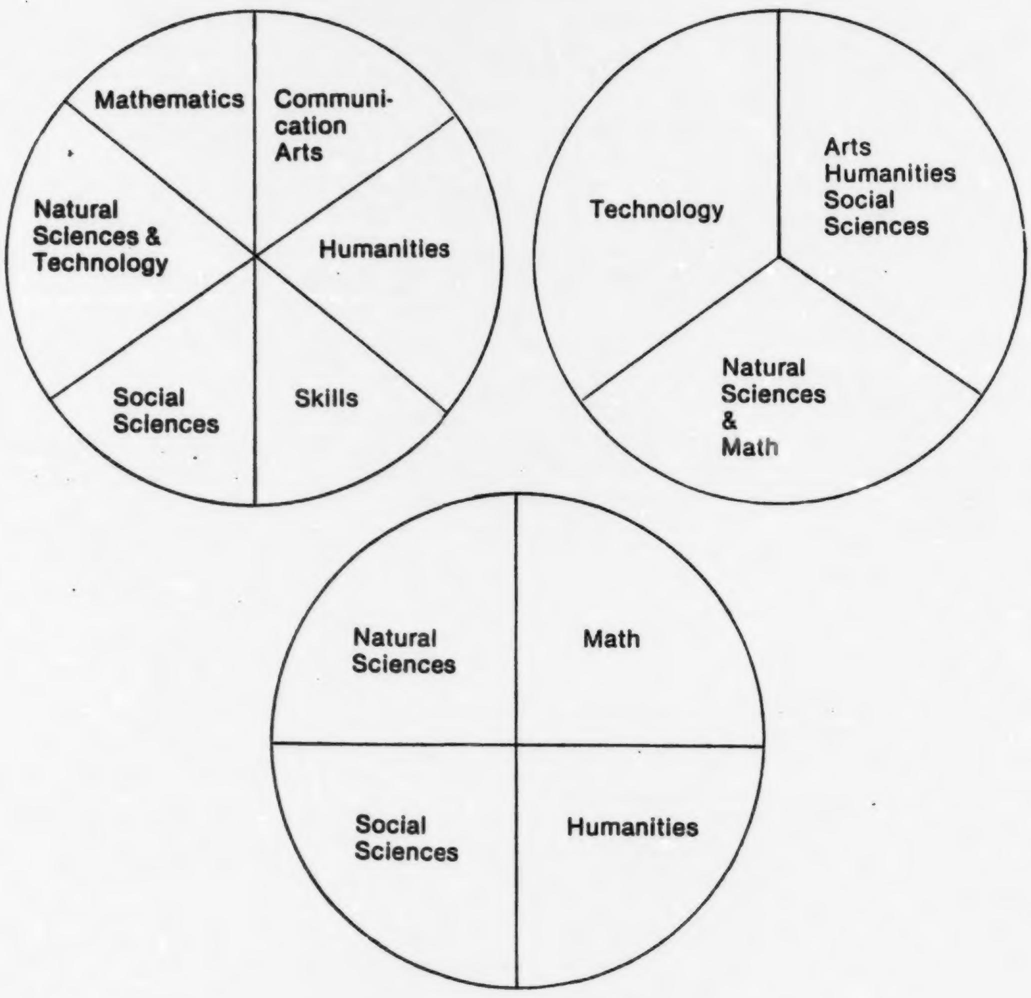
Mathematics
Communication Arts
Humanities
Skills
Social Sciences
Natural Sciences & Technology
Technology
Arts Humanities Social Sciences
Natural Sciences & Math
Natural Sciences
Math
Humanities
Social Sciences

Figure 8: Discipline Groupings in Education

Within the context of Department of Education requirements and Saskatoon Board of Education policies students working together with their parents, at the secondary level in particular, have the options available and, subsequently, the obligation of selecting a balanced program. School officials and guidance counsellors advise parents and assist students in making selections.

If goals are the starting point for curriculum development, then the public is a major stakeholder in establishing the general areas for development. In moving from rectangle #1 (Goals) to the development of courses and programs (rectangle #2) there is a need to specify the objectives for students. Objectives are much more precise statements than goals and they describe "what the students should learn, know, do or believe." While educators and content area specialists play a main role in the delineation of objectives for students, the parents and the public are and need to be involved in formal and informal ways. As an example, the public has over the years provided major influence and direction about whether and how much detail should be considered in family life education, in health, in consumer education and in social studies. Matters relating to objectives and subject content are topics of discussion at Home and School Association meetings and at Citizens' Advisory Councils.

A study of goals and the subsequent delineation of objectives and courses of study represent only the first phase of planning for instruction. It is an oversimplification and an error to equate curriculum development with the production of a printed document called a course of study.

Thus in rectangle #3, which depicts the teaching and learning at the school and classroom level, directions for the future must include a realization and a recognition of the fact that the course of study generally developed at the provincial levels requires many levels of understanding, translation and adaptation before it will positively affect the lives of individual students. The translation of courses of study into classroom learning is a professional task for educators.

Rectangle #4 makes reference to the outcomes of education. There is no doubt that the product and the processes of curriculum development is one factor that affects the quality of outcomes.

As stated earlier, information and data on parental perceptions on the outcomes of education addressed in Parts 2 and 3 of the provincial questionnaire will be made available in a separate report in April, 1983. It is important to note that outcomes include the achievement level of students, the degree of interest and motivation exhibited by students, the extent to which courses and programs meet the needs of students, and the degree of confidence and satisfaction experienced by parents and students. The Issues in Schooling questionnaire will provide some provincial and school system data on parents' perceptions about school standards, discipline and other outcomes.

Educators make every effort to ensure that a balance of processes and disciplines exists.

The Saskatoon Public Schools provide individualized attention to children in order to develop:

- "General skills, techniques and specialized knowledge which, together with virtues and aptitudes will make it possible for them to do work related to their capacities and interests.
- Competence with important bodies of knowledge concerning nature, society, ourselves, our country and its history.
- Awareness of our cultural, literary and scientific traditions.
- Power to think.
- Sensitivity of perception and receptivity to new ideas, imagination and sympathy with the experience of others.
- Intelligent loyalty to the ideals of democratic principles, deep understanding of freedom and the appreciation of the commitment for its survival.
- Strength of inner resources and traits of character to enable us all, when necessary, to stand alone."[1]

6. The Need for Integration and Articulation[2]

Students and parents have an expectation that there will be a flow, consistency and complementarity of content, skills, courses, programs, teaching and evaluation methods, K-12. Educators have a dual responsibility of individualizing instruction and simultaneously of ensuring that students experience an articulated curriculum.

This dual responsibility places extremely heavy demands on educators. It implies a professional responsibility for an optimal awareness of the objectives, the skills, the methodology and evaluation, K-12. Curriculum committees, in particular, must continue to consider the K-12 implications of even minor changes and adaptations.

Curriculum articulation refers specifically to the skills, the content, the teaching-learning and the student evaluation within courses and programs. Under this definition, repsonsibility for articulation lies mainly with curriculum committees and teachers. Curriculum coordination implies that human and financial resources will be rationally and equitably distributed among areas of study and among K-12 needs. In this context, responsibility for coordination lies mainly with school and central office

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[1] Superintendent's Bulletin, 1981-09-11.

[2] Manual of Procedures and Guidelines for Curriculum Development and Evaluation. pp 17-18.

3. Organizational Structures For Curriculum Decision-Making

Chapter II of this submission described the involvement of the Board of Education, parents, educators and Citizens' Advisory Council in defining the mission or the goals of education. Pages 26 to 30 of this chapter provide an elaboration of the process of curriculum planning.

While the Department of Education, the Minister of Education and School Boards have the official authority and responsibility for education, it is significant to recognize that teachers and schools together with the students and parents whom they serve have a major influence in determining the directions for education. As examples, options in secondary schools are introduced in response to wishes and/or needs of students and parents; modified and enriched programs are developed in response to the varied needs of children; and the general expectations that society has for schools are eventually reflected in the official policies and regulations set by the appropriate authorities.

The above considerations point to school staffs and the student-parent populations they serve and to School-System Curriculum Advisory Committees as very significant and important units in planning the curriculum for students.

The Saskatoon Public School system has created a structure around curriculum committees and it has 37 curriculum committees operating.

Each committee is made up of a teacher representatives, a chairperson and an administrative representative. It is customary for consultants to join the committee also.

The committee is charged with the task of identifying concerns in its jurisdiction and with making recommendations for action.

The administrative representative or "link" has the primary function of the improvement of instruction through systematic and comprehensive administrative process. The link is expected to provide a responsive and legitimate means of two-way communication between field and Central Office.

The committees meet during out-of-school hours and as often as the need warrants. Seven or eight meetings a year seem to be the average. Minutes are kept and circulated to the schools and to Central Office. A highlight is the committee report to the principals in the spring of each year.[1]

Central Office staff and, thereby, the Board of Education has the capability of consistently monitoring the problems and future possibilities of the common aspects of our programs. We are getting consistent system exposure to the good ideas from teachers, parents and students. Teachers are gaining a greater awareness of what is being done in their subject area in other schools. We have the capability for practical and organized in-service opportunities, and we experience an increase in quality of in-service each year. The organization for planning and decision-making has provided a framework through which individual staff members can channel their leadership capabilities.

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[1] Appendix B contains a sample of a planning report which Curriculum Committees submit after careful study.

Finally, we have found this organization to be responsive to teachers, and most importantly, to the students and parents whom they serve.

4. Characteristics of the Process of Curriculum Planning

It is expected that the organizational structures will exhibit a simultaneous concern for people and productivity, and that they will exhibit the system norms shown in innermost circle in the diagram below.

The outmost circle identifies some of the competencies required in educational planning and in teaching. The middle layer conveys Herzberg's theory that there are satisfiers from the opportunities for using these skills and that dissatisfiers must be kept to a minimum.

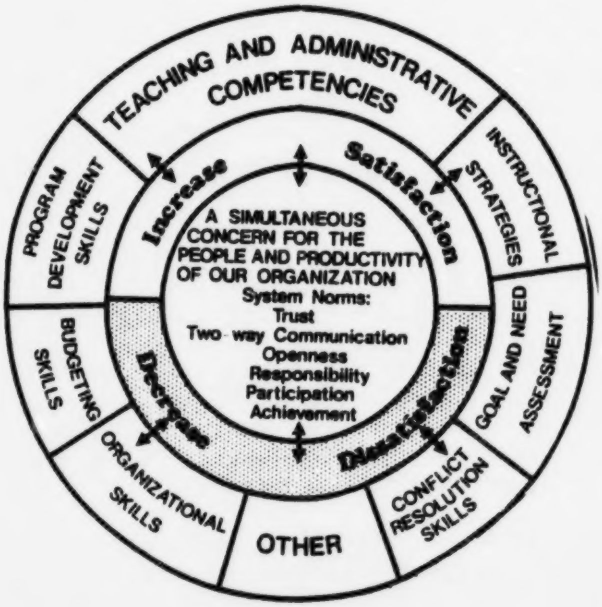
TEACHING AND ADMINISTRATIVE COMPETENCIES
INSTRUCTIONAL STRATEGIES
GOAL AND NEED ASSESSMENT
CONFLICT RESOLUTION SKILLS
OTHER
ORGANIZATIONAL SKILLS
BUDGETING SKILLS
PROGRAM DEVELOPMENT SKILLS
Increase
Satisfaction
Decrease
Dissatisfaction
A SIMULTANEOUS CONCERN FOR THE PEOPLE AND PRODUCTIVITY OF OUR ORGANIZATION
System Norms:
Trust
Two-way Communication
Openness
Responsibility
Participation
Achievement

Figure 4: Skills and Competencies Related to Planning the Curriculum[1]

Further details on program development follow on the next page.

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[1] Administrative Council Seminar, 1980.

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In program planning and development the following processes and characteristics[1] are deemed necessary:

- Systematic evaluation and/or monitoring is required in all aspects of program planning, adaptation, implementation and improvement.

- Efficiency. Educators involved in the improvement of the quality of learning and teaching are expected to do so with the least possible delay, expenditure and disruption of their daily duties.

- Accountability. Educators are expected to be able to explain and demonstrate to their various publics that directions in curriculum are rationally derived.

- Open and visible decision-making procedures are imperative.

- Responsiveness. Processes are responsive to needs of students, parents, teachers and administrators.

- Decisions relative to the classroom are made at the level nearest to the classroom. However, most decisions cannot be made in isolation of other persons. The person(s) for whom there may be implications must be informed, involved and consulted. Cost-related change must be coordinated with budgetary constraints. Course additions, deletions or modifications have implications for neighborhood schools, the school system or the province. Extensive and well-defined communication chains are imperative.

- Maximum utilization of expertise. This means flexible, task-oriented committees or teams. The chairpersons for an evaluation project might be a teacher, principal, consultant, central office administrator -- depending on nature of competencies required for a particular task.

- Effectiveness. It is possible for all who work in the Saskaoon School Division No. 13 to improve the quality of learning experience. There are compatible roles for teachers, program coordinators, consultants, vice and assistant principals, principals and central office administrators. The task of each individual is to stimulate, encourage and facilitate efforts at improvement. Efforts at improvement could be activated by any person in the chain. Effectiveness must be goal directed in order to achieve a certain task or product.

The section in this chapter which follows provides an extended framework for the first characteristic identified above which is evaluation.

5. The Role of Program Evaluation in Curriculum Development: The First Step in Development is an Evaluative One

(1) A definition of program evaluation follows:

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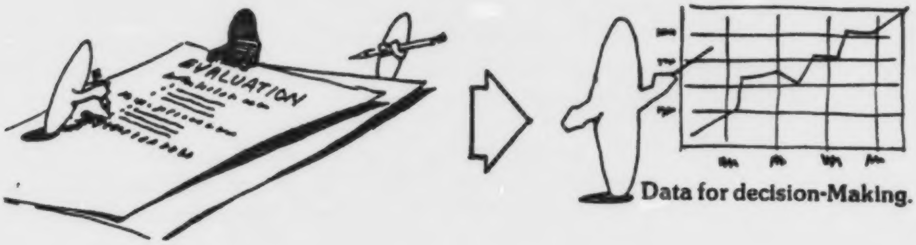
[1] Manual of Procedures and Guidelines. Planning Development and Research Department, 1982. Pp 28-31.

"A process by which evidence, criteria, and judgement are used in managing resources and facilitating accurate and appropriate decision making in areas of major importance about education".



(2) The Benefits of Program Evaluation.

Program evaluation can and must make the following contributions to educational planning and improvement. Program evaluation establishes a climate which:

(a) Requires a data-base for decision making

(b) Encourages continuous self-appraisal

(c) Benefits from the opinions and expertise of many persons

(d) Fosters communication among parents, teachers, students, administrators, trustees and citizens.

(e) Facilitates professional growth

(f) Provides satisfaction and vitality to participants when the evidence is positive

(g) Identifies correctives and adjustments required for improvement.

Meaningful involvement in curriculum development and evaluation serves as a major source of vitality and satisfaction for educators.[1]

The Education Act legislates the need for program evaluation. Section 175(g) of the act states that:

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[1] Staffing Review Committee Report, Saskatoon Board of Education, November, 1982.

"The principal shall conduct, in cooperation with his staff, a continuing program of planning and evaluation with respect to objectives, curriculum pedagogy and effectiveness of the instructional program of the school."

Saskatoon Board of Education policies require and facilitate the process of curriculum evaluation and subsequent adaptation. Board policy[1] 8010 states that:

> "The Board expects that new programs should be studied and evaluated as pilot projects before they are approved by the Board for general implementation in the system."

The foregoing information elaborates on the roles and functions of curriculum development and evaluation. This information represents our best judgement about how these processes should continue into the future.

6. Some Practical Considerations in Discussing the Question of Who Develops Curriculum

If one assumes that the ultimate result of curriculum development is a plan for teaching children in a particular classroom one must examine the processes of development in detail.

By legislation the Department of Education through the Minister of Education provides courses of study or a printed document which represents the first stage in planning for instruction. This course of study needs to be understood, evaluated and in many cases, adapted to meet local needs.

The graphic which follows identifes two critical phases in the curriculum planning process.

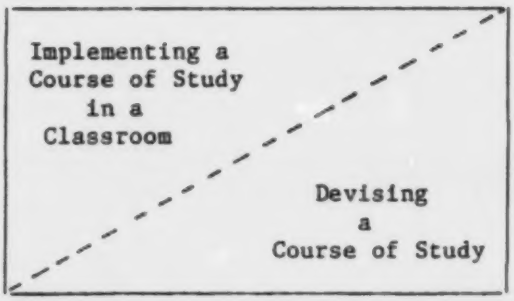
Implementing a Course of Study in a Classroom
Devising a Course of Study

Figure 5: Critical Phases in the Curriculum Planning Process.

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[1] Policy Register and Administrative Manual, Saskatoon Board of Education.

It is accepted that if a committee of several persons develops a course of study a considerable amount to time and energy is required by the recipients to understand, internalize and use this document.

Thus, in the graph which follows, if you introduce the time dimension it becomes evident that the time it requires to produce change in the classroom is inversely proportional to the number of persons meaningfully involved in development.

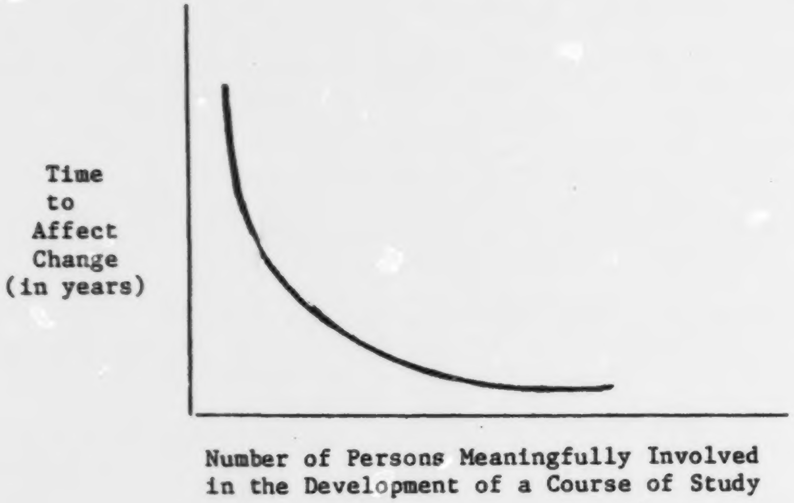

Figure 6: A Graph of Time to Affect Change Versus Number of Persons Involved.

The "bottom line" of the above discourse is that:

> "Development and implementation are very closely related. If you involve fewer people in the development you will need time and many persons to facilitate the implementation."

In the above context there are many advantages and some disadvantages of involving many persons in the development stage. Suffice it to say that the Saskatoon Board of Education experience in a variety of curriculum development projects, including English 7, 8, 9, has been a very positive experience. Teacher involvement in curriculum development has been perceived as adding vitality to education as evidenced in a evaluation of the process used in English 7, 8, 9[1] and in a Staffing Review Study.[2]

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1. "Evaluation of the Process of the English 7, 8, 9 Curriculum Development." Planning Development and Research Department, June 1979 to June 1981.
2. Staffing Review Report. Staffing Review Committee. November, 1982

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7. Division IV Program Policy: Implementation in Saskatoon Collegiates

The information which follows is intended to provide the reader with an overview of provincial and board policies and the subsequent practices in Saskatoon Board of Education Collegiates.

"The [Saskatoon] Board authorizes the Director of Education to implement a program of studies in the Saskatoon School Division which meets the requirements of legislation."[1]

In keeping with the above policy statement and the Department of Education policy, the following basic features of Division IV programs are implemented:[2]

1. While a minimum of seven subject credits are required to obtain standing in each of Grades X, XI and XII, Saskatoon students are expected to enroll in at least eight credits each year. Saskatoon students average over 9.0 credits per year.

2. A minimum cumulative total of twenty-one (21) subject credits must be earned at the combined Grade X, XI, and XII level to obtain standing for Grade XII graduation.

3. The seven credits for Grade X standing will be earned by taking the four compulsory subjects, English (2 credits), mathematics (1 credit), science (1 credit), and social studies (1 credit), along with two electives.

4. Standing in Grade XI will be granted a student on obtaining a minimum of seven (7) subject credits. In general, the student will select compulsory English (2 credits), one subject from the natural science (physics, chemistry, biology), one subject from the social sciences, along with sufficient electives to equal a total of seven credits (7).

5. Standing in Grade XII will be granted a student on obtaining an overall minimum of 21 credits in Grades X, XI and XII, five of which must be obtained at the Grade XII level. In general, the student will select compulsory English (2 credits), compulsory social science (1 credit) along with sufficient electives to equal a total of 21 credits overall.

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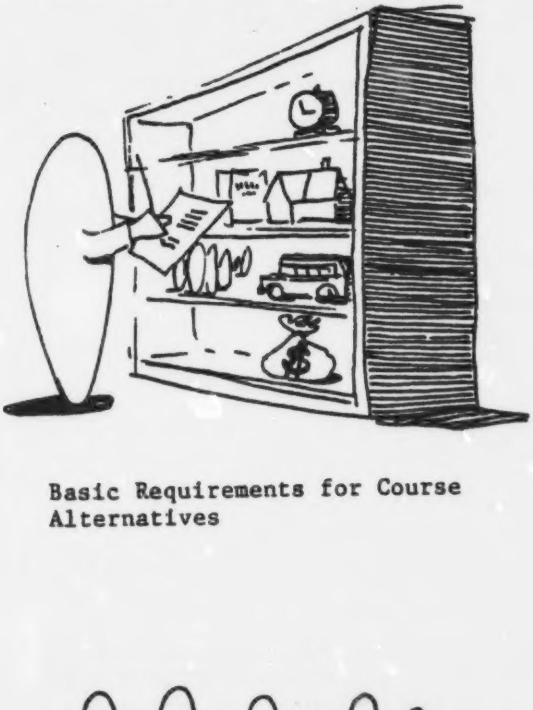
1. Policy Register and Administrative Manual - Policy 8001.
2. Department of Education: Division IV Program Policies

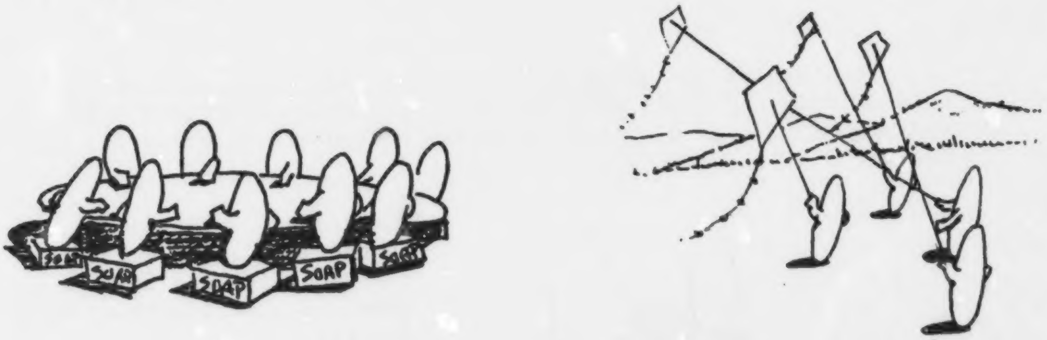
Saskatoon Public Collegiates offer a wide range of electives in both the compulsory and optional areas. Electives are provided in Business Education, English, Fine Arts, Home Economics, Mathematics, Modern Language, Physical Education, Science (including Computer Science), Social Studies, Technology and Work Education. When students select subjects they are advised to make course choices that will meet the in requirements for post-secondary education and training.

The cartoons which follow depict some of the challenges related to courses, options, programs and credits. First, meeting the diverse range of needs requires student time, facilities, staff and money.



Basic Requirements for Course Alternatives

Secondly, there are many perspectives and concerns. There is a simultaneous demand for academic skills, for personal relevance, for post-secondary requirements and for other skills to enter the world of work, with one-half of the students in the province choosing that option.



Many Perspectives and Concerns

A specific recommendation on Division IV program policies is included in Chapter V.

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Chapter IV - The Teaching and Learning: The Essence of the Educational Enterprise

"There are many children ... and many needs"

1. The Questions Posed

The information which is included in this chapter is related to a host of questions that were specifically asked or implied in the Issues in Schooling Discussion Paper. The questions included:

(1) Are students learning what they will need to know?

(2) Are extra-curricular activities important?

(3) What is and/or what should be the role of homework?

(4) Do students spend too much time memorizing facts and figures?

(5) Is school discipline adequate?

(6) Are schools trying to cover too much?

(7) Is curriculum overloaded with content?

(8) Do schools have a balanced program?

(9) To what extent is continuous progress being practiced and what are the prospects for the future?

(10) What provisions are made for special needs?

(11) What support system, provisions for resources and inservice are necessary?

The information which follows will, again, address the questions collectively and illustrate to the reader what is perceived as correct and proper to meet the needs of today's students in preparing them for the world of the 1980's and beyond.

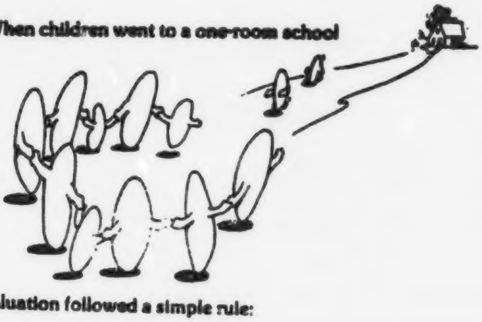
Questions (1) to (5) are addressed in the Issues and Schooling questionnaire and will be considered when the questionnaire report is studied.

Questions (6) to (11) are addressed directly or indirectly in the topics which follow.

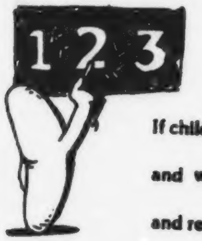
2. Are Schools Trying to Cover Too Much?

There are many children and many needs! The insights about education gained during the last few decades coupled with the diverse expectations of citizens make the above question difficult to answer. The graphic which follows provides a historical frame of reference for thinking about the problem.

When children went to a one-room school



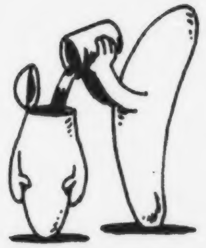
Evaluation followed a simple rule:



If children could count

and write

and read



The school was doing well indeed!

Nowadays . . .

With so many expectations,

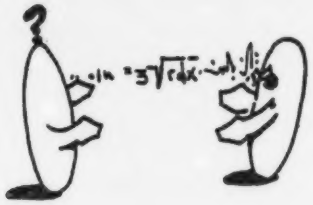
it is harder to tell if things are working well!

Examples of recent program initiatives in meeting the needs of students and the requests of parents are given in Appendix C. The initiatives described include second language programs, computers, education for natives and about natives and career-work education programs and language across the curriculum.

Since the task of the school is to respond to identified needs and wishes of society it is difficult to access whether schools are trying to do too much. Statement #11 in Chapter V addresses this question further!

3. Is Curriculum Overloaded with Content?

Educators generally believe that the answer is "no".



"The predominant value of a subject lies not so much in its accumulated information but in its way of looking at phenomena, in its methods of enquiry, its procedures for utilizing research and its models for systematic thought. All subjects consist of both accumulated information and miscellaneous processes. If the processes are considered as important as the information the learner will develop the intellectual machinery for rational thought.

A dichotomy between process and content would be completely artificial. Processes are not only to be regarded as a means to an end but as both ends and means. The learner must experience more than exposure to the processes. He must grasp the nature of the process and grasp how it got that way; he must know where it has been used; and he must know how to use it in diverse contexts, to modify as circumstances demand, to fit it to his purpose and to assess its results.

Processes must be used as an integrating mechanism. Any approach which fragments learning into knowledge on one hand and skills, understandings and attitude on the other is unsatisfactory.

The challenge that educators and curriculum developers must continue to address is to:

(1) Identify worthwhile processes to which students should be exposed.

(2) Design instructional strategies that make effective use of the processes.

(3) Realign subject matter or content to complement (1) and (2)."[1]

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[1] "Resource Manual For Curriculum Development" (Mimeographed). Planning, Development & Research Department, 1981.

4. Provision For Special Needs

> "Respect and love for the infinite worth of each and every person places a very serious obligation on parents, on educators, and on the community. Every person has the right to be respected as an individual. Our schools must fill many needs for many children: from the five-year-old starting kindergarten to the fourteen-year-old entering high school; from the athletic to the physically disabled; from the mentally retarded to the academically gifted; from new Canadians to Native students new to the city. These examples suggest the rich mixture of students in the system, and the complexities which must be faced in educating them."[1]

Provisions for special needs as perceived by educators, parents and students are an important goal of education. Like other services such provisions require extensive human and financial resources. A description of several aspects of services provided by the Saskatoon Board of Education is provided in tabular form in Appendix D.

5. Do Schools Have Balanced Programs?

The question of balance is a very difficult one to address. If the circles below depict the time spent in schooling, balance can be judged by how much time is spent on each of the processes of education which are identified.

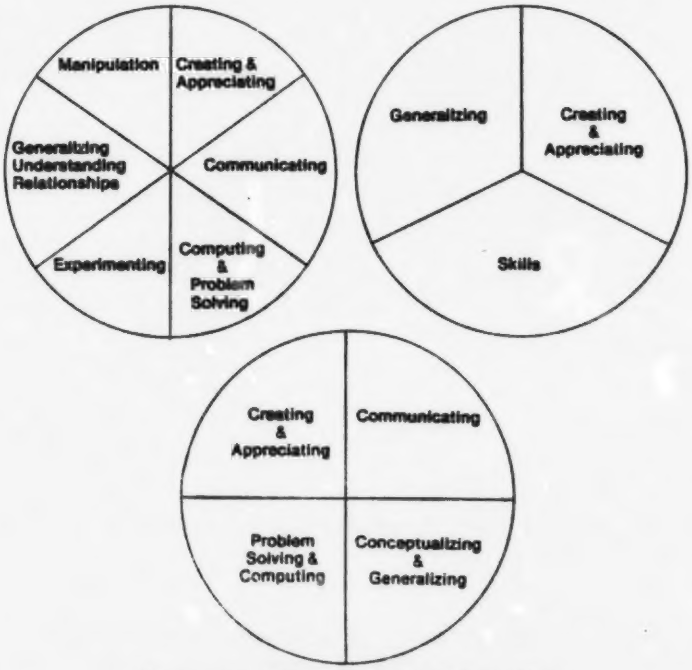
Manipulation
Creating & Appreciating
Generalizing Understanding Relationships
Communicating
Experimenting
Computing & Problem Solving
Generalizing
Creating & Appreciating
Skills
Creating & Appreciating
Communicating
Problem Solving & Computing
Conceptualizing & Generalizing

Figure 7: Processes in Education

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[1] Saskatoon Board of Education, Annual Report. 1980-81.

administrators. The dictionary definition of integration is the "process of making whole". Thus, the challenge in curriculum integration is to provide students with opportunities to recognize the relationships and interdependencies that exist between subjects and to integrate the school curriculum with life-long learning. Curriculum integration is an individual responsibility of every educator.

7. Continuous Progress Is A Useful Concept for Helping Students to Learn

"Continuous progress is based on the premise that expectations differ for different children, that some can learn more easily than others and that teachers attempt to help children to work with success and hope at the level of understanding and through appropriate teaching strategies to ensure as much progress as possible. Continuous progress programming can be on a complete program or subject basis. It recognizes individual differences in each child, the average, the bright, and then deals with these differences without the artificial barrier of chronological age.

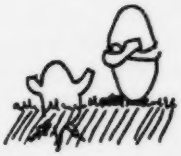
The concept of continuous progress that underlies the elementary school program implies planned acceleration or deceleration of certain pupils accoridng to educational achievement and need."[1]

Individualization of student program underlies the concept of continuous progress at the secondary level. Each student selects courses at the grade and at the level of difficulty appropriate for him or her. A student may select faster paced courses, enriched or modified courses, or options according to needs, interests and capabilities. Advancement through the program depends on the student's individual progress.

8. Refined Insights on Learning Styles, Classroom Management, Instruction and Evaluation.

(1) Implications of Brain and Learning Styles Research

Recent research and development in the study of the human brain have dramatically increased our understanding of its growth, operation and organization.[2] Educators must become aware of research findings and their implications for teaching and learning. Significant findings about patterns of brain growth, brain organization and brain dominance will present major curricular, instructional and organizational issues in the next decade.



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[1] Superintendent's Bulletin, 1980-11-12, Vol. 9, No. 15

[2] Sylvester, R. "On Beyond Folklore: The School and Recent Brain/Stress Theory and Research" Principals' Seminar. Saskatoon Board of Education, September, 1980.

Learning styles present a theory and practice upon which instruction can be designed. It consists of ... "Distinctive behaviors which serve as indicators of a persons's mind qualities which are used to mediate with his environment."[1] Diagnosis of learning style provides educators with information to truly individualize instruction, curricula and goals. However, caution must be used since most diagnosis relies mainly on self-report inventories. Style preferences must be verified through observation and discussion with students.

As the theory and practice of learning style becomes better understood and implemented, there is great potential for enhanced student learning and development.

(2) Methods of Instruction

Research and literature on instruction contains a rich array of methods. Several approaches to teaching are:

(i) social interaction approaches:
(ii) information processing approaches;
(iii) personal development approaches;
(iv) direct instruction approaches.

Each of these approaches has support in educational theory and research.

It is clearly not possible, or desirable, to identify any one method as most effective. Each was designed to achieve particular academic, personal or social goals. Hence one can expect different outcomes from different approaches.

Ideally, teachers would be competent with all approaches. They could then select the appropriate approach based on a diagnosis of student learning style(s), the goal of education being emphasized and the content to be presented.

In an address to teachers at the Fall Institute in August, 1981 Dr. R.G. Fast cited the research on direct instruction and stated that:

> "... as educators, it is incumbent upon us to search for new and better ways of working with children. It is necessary that we review the latest research, that we examine it, and that we test it, in order to provide our children with the best opportunities to learn. And when we have done this, we must apply our best professional judgement to every unique situation."[2]

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1. Gregorc, A. "Learning and teaching styles: their subtle nature and potent effects." Principals' Seminar. Saskatoon Board of Education, September, 1982.
2. Dr. R.G. Fast. "Some Thoughts on Being a Teacher". August, 1981, p. 4.

(3) Student Discipline and Classroom Management Styles[1]

Effective classroom management styles and student discipline must meet two simultaneous requirements. First, they must promote student development, maturity and attainment of the general goals of education. Secondly, they must competently manage the present situation so that an orderly learning environment is maintained.

Within this context, there are two important dimensions of effective student discipline and classroom management. The social order dimension requires: student productivity in learning and achieving goals; organized cooperation among students and the teacher; student comformity to social regulations; and a sense of responsibility from each student. The relationships dimension of discipline and classroom management requires: mutual respect and trust among students and teachers; open, direct and friendly two-way communication; and freedom for students to choose among appropriate alternative actions.

Teachers and schools are concerned about both dimensions of classroom management, but the relative emphasis varies with student and teacher personality, goals and the present situation. The different emphases are reflected in four different, but effective, approaches to classroom management. The directive teacher knows the behaviors she or he requires and how to elicit them using highly structured, firm and kind control mechanisms. The humanist has implicit trust in students and is primarily concerned with developing them as individuals. The structuralist uses rules, fixed routines and procedures to maintain and control the situation and students. The democrat operates from a base of equality, mutual respect, negotiation and friendly interaction with students.

Students and teachers learn discipline and management styles either intuitively or deliberately. Both teachers and students have dominant or preferred styles and one or more back-up styles. It is crucial that all styles used be effective or the transition from one to another can be very harmful. The implication is that both teachers and students need to continually develop and refine competency with all discipline and management styles.

(4) Evaluation of Student Progress

Recent research on school effectiveness has confirmed that a system for frequently diagnosing and encouraging student progress contributes to academic achievement. This finding underlines the need to implement student evaluation practices which are grounded in sound educational theory.

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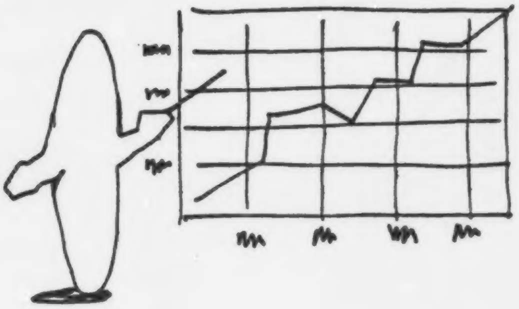
[1] Exerpted from: Classroom Management Workshop. Planning, Development & Rersearch Department, October, 1982.

Within the broad context, educational evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives. Effective student evaluation includes obtaining and sharing information which is:

a. based on decision alternatives jointly selected by the student, the parents, and the teacher in response to the needs of each;
b. descriptive;
c. specific;
d. appropriately timed;
e. limited in scope;
f. objective;
g. positive and supportive,[1]

Three implications emerge from this view of student evaluation. First, student evaluation must remain a classroom teacher responsibility. Secondly, teachers should ground their evaluation practices in educational theory. Thirdly, student evaluation must reflect the original goals and purposes of the organization.



9. The Need for Staff Development[2]

Staff development is a shared responsibility. The primary responsibility rests with the individual. There are many opportunities available to those with a commitment to maintain their vitality, competence and knowledge.

However, staff development should also be an expectation and responsibility of the organization. There are a number of reasons why the organization should sponsor, facilitate and coordinate staff development activities.

The reasons are:

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[1] Teaching Strategies Workshop. Saskatoon Board of Education, 1981.

[2] Staff Development Propositions. Planning, Development and Research Department. October, 1981.

1) Staff development renews the vitality and competence of the district's most valuable and costly resource -- its staff. Over seventy-five percent of district budgets are allocated to employing staff.

2) Staff development is an important source of satisfaction for staff, promoting good staff morale and teamwork within the district.

3) All staff development activities should be directed at achieving one fundamental goal: excellence in educational experiences, programs and services provided for students. District involvement can ensure this goal remains primary.

4) Staff development prepares and assists staff to achieve shifting organizational and educational priorities.

5) Staff development indicates both a commitment to and an expectation for competence.

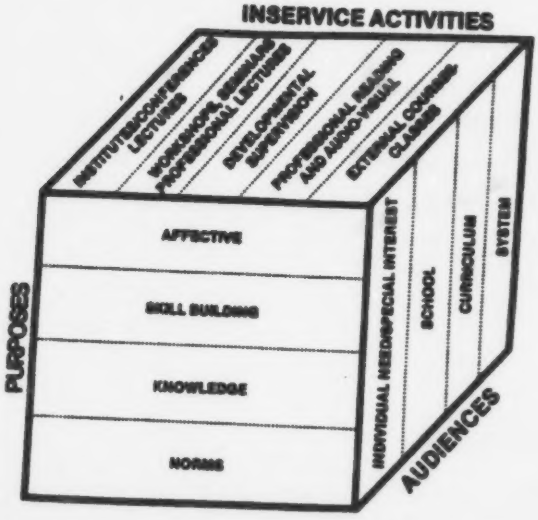

INSERVICE ACTIVITIES
INSTITUTES/CONFERENCES LECTURES
WORKSHOPS, SEMINARS PROFESSIONAL LECTURES
DEVELOPMENTAL SUPERVISION
PROFESSIONAL READING AND AUDIO-VISUAL
EXTERNAL COURSES, CLASSES
PURPOSES
AFFECTIVE
SKILL BUILDING
KNOWLEDGE
NORMS
AUDIENCES
INDIVIDUAL NEEDS/SPECIAL INTEREST
SCHOOL
CURRICULUM
SYSTEM

Figure 9: A Conceptual Overview of Professional Development

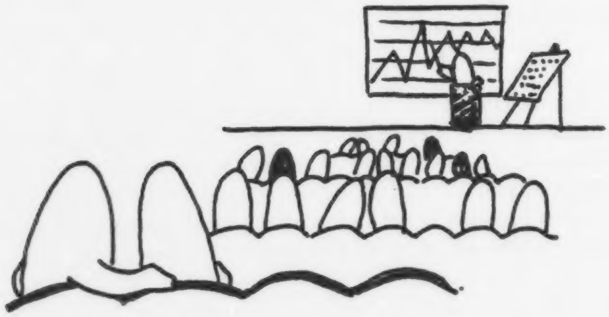
Specific propositions for School Division staff development are included in Appendix E.

10. The Role of Developmental Supervision in Improving Teaching and Learning[1]

The Saskatoon school system is committed to developmental supervision. The goals are improvement of instruction and professional growth of the teacher each ultimately directed toward improved student learning.

Some critical elements of supervision are:

- It is for all staff - teachers and administrators, experienced and inexperienced.
- It is individualized like good teaching.
- It is based on the assumption that staff are responsible, capable, and wish to do well and grow.
- It is assertively focused by section, school, department and individual philosophies and plans which define outcomes not means.
- It includes classroom visitations, supervision of activities, in service, curriculum committees.
- It is the responsibility of administrators to model, implement and communicate.
- It is fair in that expectations are known the differences between what is happening and what is expected are identified and assistance is available.
- It seeks to place people in positions which capitalize on their strengths.



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[1] Superintendent of Schools (Secondary) Principals' File. March, 1982.

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Chapter V - Future Directions and Recommendations: A Product of the Curriculum and Review Process

1. The Review and this Submission in Perspective

It is acknowledged that our review process has resulted in sharper insights, new information and new questions about our system; and that we may, indeed, be the sole benefactors of our efforts. To illustrate the foregoing point, the data on goal priorities in Chapter II will be most useful in planning for the year(s) ahead; the abbreviated summary of goals provided on page 8 will be printed and made available to schools to emphasize our mission for education. The information in Chapters III and IV may well serve as a useful resource to curriculum committees and schools in planning for program improvement and adaptation in 1983-84 and beyond.

As stated earlier, the preparation of this submission represents only one dimension of a continuing and on-going process. Information and insights gained about the system during this review will be included in papers or publications designed specifically to our audience.

2. The Intent and the Spirit of the Statements and Recommendations in this Chapter.

We have experienced over the years that the lines of communication with the Department of Education are always open through personal contact, through letters or telephone. In the above context, we view the Curriculum and Instruction Review as an added opportunity in which we will try to focus only on selected and broader issues in education.[1]

We submit the following statements and recommendations with a full appreciation of the magnitude of the challenges in education and of the complexity of the solutions. The main intent for this chapter is, therefore, to highlight summary statements and/or recommendations which may be helpful to the Department of Education Curriculum and Instruction Review Committee.

In general the statements or recommendations which follow are related to information included or implied in the body of the submission. Footnoting is included to assist the reader in cross-referencing the basis for the recommendations. As in previous chapters the concluding statements and recommendations will be divided into categories. Those related to goals of education; program and policy developemnt; and classroom teaching and learning.

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[1] It is acknowledged and known that the Curriculum and Review Committee will receive written submissions up to April 1, 1983.

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3. Summary Statements and Recommendations Related to Goals of Education

Statement #1

We believe that the current statement of goals for the Saskatoon Board of Education describe the diverse and high expectations that Saskatoon citizens have for education. We also predict that as the complexity of life increases the expectations of schools will escalate in direct proportion in the remaining decades of this century.[1]

While each School Division must delineate its own goals of education, we recommend that:

Recommendation #1	*The Department of Education develop a provincial set of goals for education.*

The primary value of these goal statements would be to provide direction to provincial curriculum committees in the development of programs and program policies. A secondary purpose would be served in enabling School Divisions to compare their goal statements to the provincial goals of education.

Statement #2

We believe that in addition to general goals of education there must be subsets of goals which would promote articulation and integration[2] of courses and programs. For example, it may no longer be adequate to have a K-12 statement of goals for single subjects like Social Studies. Instead, it may be desirable to delineate K-12 goals for the social sciences, or for mathematics-computers-sciences.

The above procedure would comprise a major step toward interdisciplinary and integrated teaching. We, therefore, recommend that:

Recommendation #2	*The Department of Education should provide the leadership in developing a provincial subset of goals for all major disciplines K-12 as a minimum. Furthermore, a high priority should be given to developing a subset of goals for appropriate groupings of disciplines.*[3]

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[1] Chapter II illustrates a validation and an updating process.

[2] The terms "articulation" and "integration" are described in Chapter III p. 29.

[3] Page 38 provides alternative groupings for the development of goal subsets. In this framework subject goals would contribute to the subset of discipline goals which would, in turn, contribute to the general goals of education.

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Related to the topic of interdisciplinary and integrated courses it is recommended that:

Recommendation #3	*Provincially developed courses of study must address and illustrate the relatedness between and among groups of subjects.*

Furthermore:

Recommendation #4	*The Department of Education should use its prerogative to ensure that preservice education of teachers provides them with a knowledge base for interdisciplinary and integrated teaching.*

Statement #3

Academic learning is the primary purpose of education. However, the perennial question of whether schools are "institutions of learning" or "social institutions" is purely rhetorical. Academic development cannot occur without due care and attention to the social and personal needs of children.[1]

We, therefore, recommend that:

Recommendation #5	*School Boards and the Department of Education must provide adequate funds to meet the dual challenge of academic and personal development of students.*

4. Statements Related to Curriculum Development Courses, Programs and Program Policies

Statement #4

Curriculum development and curriculum adaptation at the School Division level is a major factor in ensuring adequate courses, in creating vitality in teaching and in producing change and improvement with students in the classroom.[2]

We, therefore, recommend that:

Recommendation #6	*School Divisions must continue to have the flexibility and the resources to adapt courses of study and to develop new courses where required.*

---

[1] In Chapter II, pages 9 and 10, the academic goals and the personal development goals received high and almost equal ratings.

[2] See Chapter III, pp 23-31.

Furthermore:

Recommendation #7	*It is incumbent upon the Department of Education to make it clear to citizens, educators and School Boards that the development of a course of study at the provincial level is the first of many steps in curriculum development.*[1]

Also:

Recommendation #8	*School Divisions must allot human and financial resources to curriculum development and, simultaneously, the provincial concept of development must permit, anticipate and facilitate meaningful involvement by School Divisions, by schools and by teachers.*

Statement #5

Directions for change and for program development must be carefully managed.[2]

It is recommended that:

Recommendation #9	*Systematic program evaluation, as described by The Education Act, should be the prime source of data in determining the nature and the directions for change in courses and programs at the School Division and at the provincial level.*

Statement #6

While many schools and School Divisions are capable of making adaptations or developing new or modified courses, there are major areas in which the Department of Education leadership is critical. Computer instruction, coordination of software purchase and development, and curriculum development for French Immersion Programs are current examples of critical areas.

In the above context:

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1. While the development of a course of studies is a provincial responsibility, curriculum planning and implementation is a joint responsibility which requires a vast network of organizational structures, time and resources. The process of curriculum development and change was addressed in Chapter III. pp 23-28.
2. The role of program evaluation in curriculum change and adaptation is described in Chapter III. pp 28-30.

Recommendation #10	*It is suggested that the Department of Education should accept as their first priority planning and development tasks which School Divisions cannot or should not do by themselves.*

Statement #7

Provincial courses of study and other curriculum documents contain a variety of definitions of basic educational terms. While The Education Act defines some terms, it is recommended that:

Recommendation #11	*The Department of Education should require consistent use of terminology by all provincial curriculum committees.*[1]

Statement #8

Program policies and time allotments for subjects require periodic review. The requirements of post-secondary institutions are dictating an imbalance in favor of mathematics and science programs at the secondary level. At the elementary level the time allotments expected appear to exceed the time available in the school day. In the above context it is recommended that:

Recommendation #12	*A systematic review of the time requirements in compulsory and elective courses in Divisions I to IV should be undertaken by the Department of Education.*
Recommendation #13	*The current Divison IV philosophy should be retained including a twenty-one credit minimum.*
Recommendation #14	*The development of modified or alternate courses or programs should be preceded by the development of certification procedures by the Department of Education.*

To formally recognize that special needs students have a right to an appropriate secondary educationit is recommended that:

Recommendation #15	*Low cost funding for special needs students be made available by the Department of Education for students in Division IV.*

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1. Some basic terms are defined in Appendix F of this submission. pp 64-66.

With respect to individualization and the delivery of appropriate education to students. It is recommended that:

Recommendation #16	*The philosophy of continuous progress programming be maintained.*

Statement #9

Out experiences in working within The Education Act have caused us to become aware of some changes which we would propose if the Department of Education were considering a review and amendment of the legislation. We are aware that changes are made periodically. However, we recommend that:

Recommendation #17	*The Department of Education make known the annual dates at which ideas for change and improvement need to be received in order that they might be considered.*

Statement #10

The Saskatoon Board of Education has placed a heavy emphasis on meeting the perceived wishes of parents and the needs of students by incorporating enriched and modified courses and programs.

Recommendation #18	*Department of Education program policies must continue to assist School Systems in maintaining the flexibility to meet their unique requirements.*

5. Statements and Recommendations Related to Teaching and Learning.

Statement #11

In recent years a number of factors have combined to increase the total workload of educators. More is known about teaching and more is known that can be taught pupils. Professionals are better educated. The community expects more in terms of scope and depth of experience for students. Students with special needs are regularly programmed. More co-curricular programs exist and, typically, each is becoming increasingly more sophisticated. Staff consistently work to develop appropriate programs in their school, system and province. Expectations exist that staff will participate in inservice to enhance their skills and provide a primary source of information to the public regarding what the schools are all about.

What emerges is clearly a demanding role for educators; one which emphasizes the need for planning, decision making and evaluating educational issues as part of an instructional team. We support the total involvement of staff in the operation of the school system. The implication is that educators and School Boards will continue to expect to exert a strong influence within the full spectrum of educational decision making.

In the above context it is recommended that:

Recommendation #19 *Human and financial resources must continue to be allotted by the Department of Education and by School Divisions to facilitate the meaningful involvement of teachers in planning, evaluation and decision-making in provincial or the School Division curriculum committees.*

Evaluation of student progress is a primary responsibility of schools and teachers. Therefore, it is recommended that:

Recommendation #20 *Department of Education policies must continue to support teacher accreditation.*

Considering the magnitude and complexity of the tasks of planning, teaching and evaluating it is recommended that:

Recommendation #21 *Through its own human resources or through contracted services the Department of Education should make available to schools the elements of current research which are applicable to Saskatchewan schools and to provincial curriculum committees. Examples include: learning styles, futures studies, program evaluation, models of curriculum development, theories of change and others as the circumstances require. In addition to print information there should also be provincial opportunities for professional seminars in these areas.*

Recommendation #22 *Human and financial resources must be provided by the Department of Education and by School Divisons for staff development.*

6. The Limitations of this Review and the Submission

(1) The submission does not acknowledge the primary sources of the quotations. Instead, the footnotes acknowledge the system document from which it was taken.

(2) A review implies that one will describe and examine what is, make evaluative judgments about what is, describe how it might be improved and, finally, the most difficult task is to surface the underlying assumptions which were used.

As an example, the case for special needs education is based on the belief about the "infinite worth of each person"[1]

Throughout the information in this document there are implicit assumptions about the nature of learning, the nature of man, the primacy of the individual and his needs as they relate to common good of society.

(3) The submission does not exhaustively address all the issues related directly to curriculum and instruction.

(4) Many excellent ideas which were received from persons who examined draft versions of this submission are not included but will be directed to other system documents as time permits.

The "egg people" used throughout this submission are the creation of

A. Burgess, Boston University. They are intended to symbolize the alikeness of people and the interdependence and complementarity of their roles and functions. The review process has highlighted the intricate problems in launching students into productive learning in the 1980's and it has emphasized the need for the individual and the collective wisdom of all those involved in the review-planning process.

Additional illustrations which are an adaptation of the egg people were done by Mr. Tom Grummett of the Saskatoon Board of Education.

Written permission to use the "egg people" cartoons was obtained from the Massachusetts Citizens' Advisory Council.

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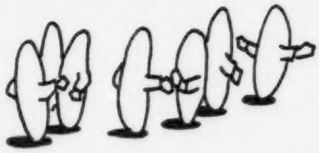
[1] Annual Report. Saskatoon Board of Education. 1980-81

EPILOGUE

IN EDUCATION



“To whom does the finger point?”

“US!”

- DEPARTMENT OF EDUCATION SAYS TEACHERS SHOULD BE DOING SUCH AND SUCH.
- TEACHERS SAY SCHOOL BOARDS SHOULD BE DOING......
- BOARDS OF EDUCATION SAY TEACHER TRAINING PROGRAMS SHOULD.....
- TEACHER TRAINING INSTITUTIONS SAY THE PROFESSIONAL-ORGANIZATION SHOULD.....
- .....AND ON AND ON IT GOES, THE FINGER IS ALWAYS POINTED AT THE OTHER PERSON OR INSTITUTION.

INSTEAD OF SAYING "THEY SHOULD BE DOING......."

MORE WILL BE GAINED BY SAYING,

"WE SHOULD BE DOING...."

AND "THAT IS THE SPIRIT OF THIS SUBMISSION AND THE REVIEW PROCESS."

It is hoped that this document will serve as a resource and as a spring board for developing clearer insights into the processes of educating young people.

A PROPOSAL FOR

CURRICULUM AND INSTRUCTION REVIEW: PROJECTED NEEDS AND RECOMMENDED CHANGES FOR THE PERIOD 1983-1988

APPENDIX A

(Developed in January, 1982)

Problem: *To identify from existing system documents and regular decision processes plus additional consideration, what changes and improvements in curriculum and instruction are required in Saskatoon Board of Education schools during the period 1983-1988, and to identify the implications for local audiences as well as for the Provincial Department of Education.*

TASK	*PERSONS RESPONSIBLE AND TIME LINES*
1. Discuss proposal with Administrative Council and incorporate changes.	*Committee: B. Krynowsky, D. Hill, M. Houghton, B. Dilts, D. Gleave.* *February 1*
2. Share plan with principals and vice/ assistant principals.	*February 9 and 11 (Secondary)* *February 17 (Elementary)*
3. Prepare document on "what is" and "what is projected" using current documents eg. gifted, low achievers, work education, special education, planning for new collegiate document, February Institute, Riverview document.	*Central Office: Consultants, Assistant Superintendents* *March 1*
4. Preparation of specific questions related to the problem for curriculum committee chairpersons to address at elementary and secondary chairperson's meetings.	*March 8 - Elementary and Secondary Departments*
5. Separate meetings of elementary and secondary administrators and chairpersons as in the past.	*Prior to Easter break, April 8*
6. K-12 curriculum symposium or think tank.	*Last week of April.* *4 - 8 plus 1 day. April 28 and 29*
7. Discussion and decision-making related to the problem.	*Administrative Council Seminar* *May 5*
8. Finalization of objectives for 1982-83 Elementary, Secondary, PDR.	*May 30*
9. System objectives for 1982-83.	*June*

PROCESS

Outcomes
Uses
Follow-up

1. *Planning documents for 1982-83 in a broader perspective.*
2. *A document which contains a 5-year projection in curriculum and instruction for Saskatoon schools.*

10. Preparation, distribution and discussion of document with Principals, Citizens' Advisory, Trustees. Document could be a resource for Principals' Seminar.	*September 1*
11. Prepare final documents for submission to Department of Education.	*October 15*
12. Do a goals rating study in the fall of 1982 and compare results to projections in the document.	*December 30*
13. Keep document "alive" as an aid for planning for 1983-84.	
14. Review and update the document, 1985.	

1::414

APPENDIX B: A SAMPLE SUBMISSION BY A CURRICULUM COMMITTEE
April, 1982

SASKATOON BOARD OF EDUCATION

Curriculum Committee Report

COMMITTEE: Work Education

CHAIRPERSON: K. Coviello - J. Korpan

ADMINISTRATIVE LINK: L. Glauser

1981 - 1982 Review

1. Developing a central registry of cooperating employers.
2. Assisting Work Education programs in Bedford Road, Nutana, Mount Royal and Riverview.
3. Developing procedures for community involvement - slide/tape, brochure, forming Advisory Committee.
4. Evaluating Work Education in conjunction with P.D.&R.
5. Instrumental in forming Sask. Career/Work Education Association.

1982 - 1983 Plans

1. Consolidate service to Career and Work Education programs at schools identified above, to EMH program at Aden Bowman, and to various student aide programs.
2. Expand central registry and increase community involvement.
3. * Develop in-service for Career and Work Education teachers to create section perspective and common core.
4. Development of program for Work Education 17, 27, 37.
5. Follow-up on evaluation study and assist collegiates in self-evaluation studies of their programs.

1983 - 1988 Future Plans

1. * Define appropriate clientele (beyond low achievers) to be served by Career & Work Education programs.
2. Explore alternate ways of delivering a Work Education program (each collegiate, designated collegiates, centralized location).
3. Explore Work Education as an extension of existing academic and optional programs.
4. Develop and provide resources to assist employers in their co-operative role with a collegiate program.

Appendix C

Examples of Recent Courses, Programs and Initiatives Within Saskatoon Board of Education Schools

The examples which follow are intended to convey to the reader that here is what we are doing and planning as a system now. Furthermore, our current thinking and planning represents our best judgement about meeting current and future needs of students.

(1) Second Language Programs

Second language programs are presently offered through two very different courses of study. The intent of these two courses is outlined below.

Immersion Programs

Students who enrol in an immersion second language program receive the major portion of their instruction in the second language, as well as English language arts. Students who graduate from an early immersion bilingual program may reach a proficiency level where they could expect to:

(i) Take post-secondary education with the second language as the language of instruction. They can understand the subject matter that is taught in the language, as well as research and write papers and discuss the content.

(ii) Accept employment which requires the use of the second language.

(iii) Participate easily in conversation in the second language.

(iv) Understand and appreciate the attitudes and customs of the second language country.

Core Programs

The core program (instruction of approximately 20-30 minutes a day) presents the second language as one subject among the many in which the student participates. The student learns to understand, speak, read and write the language, mastering as much as the time available will allow.

The time which is allocated to the second language must not be compared to the thousands of hours of use in the second language which the immersion program offers. As a result the objectives of the program are significantly different.

The aim of the core program is not to produce a fluent bilingual graduate but rather to develop a student who:

(i) Has a basic knowledge of the oral and written aspects of the language. The student can build on this base later in life if the need or desire develops.

(ii) Has acquired a better knowledge of his own language (English) because of his study of the second language.

(iii) Has access to the thought and literature of another linguistic group.

(iv) Accepts the fact that there are other ways of expressing thoughts and doing things which are equally valid and acceptable.

Second Language programs in Saskatoon Public Schools continue to expand. French, Ukrainian and German are the three most popular second languages but the school district is willing to respond to other language requests if an adequate number of students and parents are interested.

(2) Educational Use of Computers

The needs of students for tomorrow's world can not be fully imagined, but we are sure that computers for information storage and problem solving will play an important role in their working world and their recreational activities.

A course in Computer Literacy is provided to all grade seven and eight students in Saskatoon Public Schools. Students are acquainted with the potential and the limitations of computers, have hands-on experiences in simple program writing and problem solving. This beginning contact with computers also allows students to make more knowledgeable choices regarding Computer Science optional courses at the secondary level. The Computer Science courses delve into more complex uses of computers with extensive program writing in applications to problem solving.

Other uses of computers are also being developed in elementary and secondary schools. Computer-assisted instruction (C.A.I.) is intended to present information and skill developing practice to the student at the time when he is ready for it. This type of student-learning activity is being developed for many subject areas. In secondary school business courses students are introduced to the world-processing capabilities of computers.

These applications of computers in student learning will continue to expand as more computer software becomes available. Certainly tomorrow's citizen must be prepared to handle computer information if he is to be ready for his place in society.

(3) Education for Native People and About Native People

The Native Education Program of the Saskatoon Board of Education has several characteristics:

(i) It is designed to be helpful to Native students who are presently successful in Saskatoon schools.

(ii) It recognizes the need for a variety of programs specifically designed to assist Native students who are experiencing or have experienced failure in school.

(iii) It recognizes the need to provide non-Native students with accurate knowledge of Indian heritage.

(iv) It recognizes the need for professional development of all teachers with regard to knowledge of Indian heritage.

(v) It recognizes the need for development of appropriate program materials.

(vi) Finally, it builds on the successes which have achieved to date.

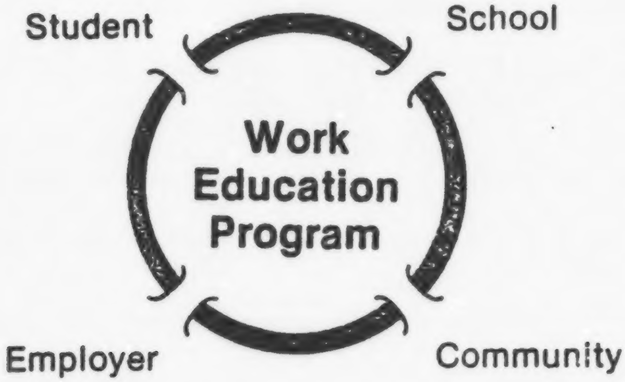
The scope of the Native Education program is broad and multi-faceted. It is designed to accommodate the above components while remaining in harmony with the basic philosophical premises of the school system. It is our belief that through continuous progress, individualization of instruction, sensitivity to and provision for the cultural heritage of Native students, and continued involvement of Native parents, our schools can effectively meet the needs of Native students. Specifically, the program includes provision for: the regular classroom program, support services for the regular classroom program, alternative programs, teacher inservice, Native studies programs for all children and parental involvement.

The program is designed to have both remedial and preventive dimensions. It is an educational response to meet the needs of students while recognizing that there are a variety of positions held by both Native and non-Natives as to what is the most appropriate form of service delivery.

The specific details of courses and activities which are inherent in the native education initiatives K-12 will not be detailed in this submission. However, the parameters set out in the foregoing paragraphs indicate that substantial human and financial resources are being directed to meeting the challenge of appropriate education for Natives and aabout native peoples and that increased commitments will be required in the future.

(4) Work Experience and Career Education

Career Education begins in the elementary schools with awareness of self, then awareness of oneself in society, and, lastly awareness of carer opportunities possible in society. In the upper elementary grades the subject "Career Education" is incorporated into such courses as health and social studies rather than being a separate entity.



In the secondary schools the major emphasis is upon the work Education programs and the collaboration of the schools and the business community in the provision of meaningful work experience placements. The existing Department of Education one-credit Career Education options are offered at the grades 10, 11 and 12 levels to those students who are enrolled in the Work/Experience/Education courses.

Particular attention is given to those students who plan to enter employment upon completion of high school.

(5) Language Across the Curriculum: A Move Toward Articulation of Subjects and Integration of Learning[1]

Language development is central to all learning that occurs in a school. In each subject area, opportunities for learning and for developing language proficiency arise when students discuss ideas, clarify concepts, share discoveries, examine problems, and form hypotheses. The language of each subject area, however, involves a special vocabulary and definite modes of expression and thought. Students need frequent and continuous opportunities to practice and develop proficiency in understanding and using the language particular to each subject area.

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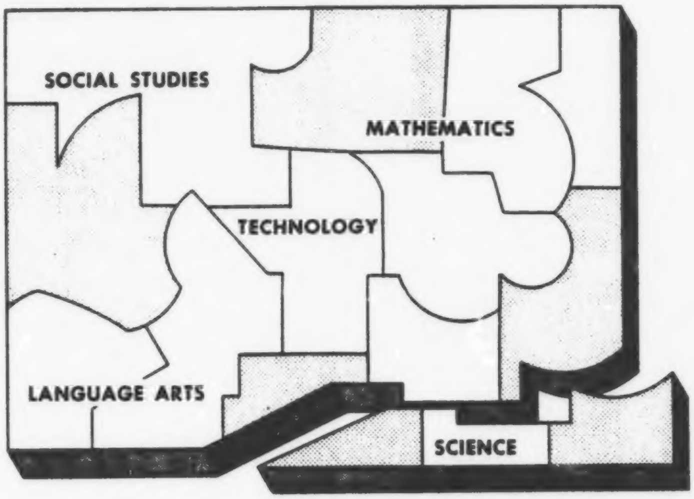
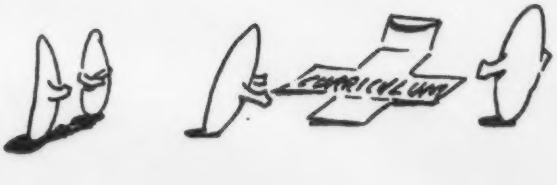
[1] System Planning Documents for 1982-83.

The graphic which follows identifies several discipline areas and pictorially suggests their interrelatedness.


SOCIAL STUDIES
MATHEMATICS
TECHNOLOGY
LANGUAGE ARTS
SCIENCE

The concept of language across the curriculum and the many possibilities it embodies for curricular and instructional change must be exploited in Saskatchewan schools. Several steps need to be taken: promoting awareness of language across the curriculum, developing leadership in the schools, formulating school policies about the concept, allocating needed resources and developing curricula which interpret theory into practice.


CURRICULUM

Appendix D: A Tabular Summary of Services for Gifted and Other Special Needs Students: 1982-83

RANGE OF SERVICES	G/T[1]	VI[2]	HI[3]	TMH[4]	EMH[5]	LD[6]	OH[7]	ED[8]	MH[9]	CHI[10]
REGULAR CLASS	Any elementary school and secondary collegiate	Any elementary school and specified collegiate	Any elementary school and specified collegiate			Any elementary school and specified collegiate	Any accessible elementary school & secondary collegiate	Any elementary school and secondary collegiate		
REGULAR CLASS + SPECIAL MATERIALS/EQUIPMENT	Any elementary school and secondary collegiate	Any elementary school and specified collegiate	Any elementary school and specified collegiate			Any elementary school and specified collegiate	Any elementary school and secondary collegiate			
REGULAR CLASS + SPECIAL MATERIALS/EQUIPMENT + CONSULTANT		Any elementary school and specified collegiate	Any elementary school and specified collegiate	Any elementary school (K-only)	Any elementary school	Any elementary school and specified collegiate	McNab Park	Any elementary school and secondary collegiate		
REGULAR CLASS + SPECIAL MATERIALS/EQUIPMENT + CONSULTANT + TUTORING/ITINERANT SERVICES	Any elementary school	Any elementary school and specified collegiate	Any elementary school and specified collegiate			Any elementary school and specified collegiate		Any elementary school and secondary collegiate		
REGULAR CLASS + RESOURCE ROOM		Howard Coad Mount Royal	Brunskill Pleasant Hill Mount Royal Walter Murray		Lorne Haselton North Park Princess Alexandra	Confederation Park John Lake Sutherland Westmount Bedford Road				
SPECIAL CLASS + REGULAR CLASS			Brunskill Preschool	Estey Greystone Heights Henry Kelsey		John Lake Westmount		C. Robins Howard Coad Queen Elizabeth, Hutana		
CONGREGATED CLASS	Caswell Greystone Heights			Estey Greystone Heights Henry Kelsey Bedford Road Walter Murray	Confederation Park L.B. Pearson Holliston Lorne Haselston Mayfair North Park Princess-Alexandra Victoria[12] Aden Bowman Mount Royal	John Lake Westmount				
SPECIAL SCHOOL				John Dolan		Riverview[11]	Children's Rehabilitation Centre	Riverview[11] Radius Ranch Ehrlo Alta Vista Youth Services	John Dolan	
HOSPITAL CLASSROOM										City Hospital University Hospital
HOMEBOUND INSTRUCTION									available	available

Footnotes:

1 Gifted and Talented
2 Visually Impaired
3 Hearing Impaired
4 Trainable Mentally Handicapped
5 Educable Mentally Handicapped
6 Learning Disabled
7 Orthopedically Handicapped
8 Emotionally Disturbed
9 Multiply Handicapped
10 Chronically Health Impaired
11 Although not designated as a special school for learning disabled and emotionally/socially handicapped pupils, a considerable number of pupils enrolled in Riverview reflect these handicapped conditions.
12 Home Arts/Industrial Arts

Appendix E

Propositions For School Division Staff Development[1]

Proposition 1. Staff development is most successful when teachers, support staff, administrators and trustees share commitment and active support for the program.

Proposition 2. Staff development should acknowledge and reinforce the unique talents and humaneness of each individual.

Proposition 3. School districts should have a department whose prime responsibility is staff development.

Proposition 4. The staff development program should be based on a blend on annual needs/interests assessment data and istrict priorities.

Proposition 5. Staff development programs should be pre-planned for a whole school year in a systematic and comprehensive manner.

Proposition 6. Staff development programs at the school, curriculum and district level should be coordinated and articulated.

Proposition 7. Staff development should be closely interrelated and articulated with organizational development, curriculum development and developmental supervision.

Proposition 8. Educational theories and specific objectives should guide the design, implementation and evaluation of all staff development activities.

Proposition 9. Learning is a dynamic and continuous activity. Persons develop knowledge, skills and values through reflection on prior and new experiences and through interaction with peers and instructors.

Proposition 10. Interpersonal skills and group dynamics should be effective in both the relationships and task dimensions.

Proposition 11. Each participant should formulate and share action proposals to guide application of workshop learning.

Proposition 12. Evaluation should be an integral aspect of the development and implementation of every staff development activity.

---

1. Staff Development Propositions. Planning, Development and Research Department. October, 1981.

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Appendix F

A. Proposed Definitions For Use in Saskatoon Board of Education Curriculum Documents[1]

Goal - general statement of educator intent which follows from a statement of philosophy

Objective - is what a "student will do, know or believe". (There must be a recognizable consistency between philosophy, goals, objectives and learning activities).

Course - should mean Science IX, Physics XI, etc.

Program - a set of iterrelated activities. eg. the science program consists of all the courses and activities related to science.

Course of Study - a printed document.

Curriculum - "those learnings for which the school senses and accepts responsibility"

or

"the sum total of learning opportunities for students in a school or a subject area".

B. Definitions Quoted from the Education Act

The regulations section of the Education Act, pages 179-1 has the following definitions:

"Course of Study" - means the statements of aims and objectives, scope and sequence of content, and the nature of the material to be studied in a given subject or area of study at a given grade level".

"Instructional Material" - "means teacher references and those classroom instructional materials including games, programs, learning, remedial kits, large print books, and special programs for the handicapped which require the guidance of the classroom teacher".

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[1] Manual of Guidelines and Procedures for Curriculum Development and Evaluation. Planning Development and Research Department. pp 7-8.

Learning Resource Material - "means an item or collection of items in any format or combination of formats (print, audio visual, tactile), which is acquired or produced to supplement textbooks by illustrating one or more elements of a course of studies and by enriching the social, intellectual, ethical or aesthetic experiences of the pupil, which may be used by the pupil independently or under teacher guidance, and which is normally included in the school library or learning resource centre collection."

Program of Studies - "means the course offerings in a school and their arrangment and sequences".

Textbook - "means a book dealing with a definite subject of study, systematically arranged, intended for use at a specified level of instruction and used as a principal source of study material for a given course".

C. Other Definitions That Are Useful in Improving The Clarity of Communication in Curriculum Documents

Outcome - is a "change in behavior resulting from learning; not be to confused with objective which is a desired result."[1]

Organizing Center - "is a specific learning opportunity set up for identifiable students or for a student."[2] For examples, "lifestyles" are an organizing center for health related topics; "Current social issues" is another organizing center for integrating knowledge from several disciplines; and "communications" is another example of an organizing center which would include print, non-print, Telidon, etc.

Objective Approach - "is a method of attack on the problem of curriculum revision in which, by considered judgement, a list of objectives is compiled, stating in as exact terms as possible the skills, abilities, knowledges, characteristics, and attitudes that the schools should develop in their graduates to equip them for a wholesome and productive life, materials for study in the schools being then selected on the basis of their probable contribution to the attainment of these objectives."[3]

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1. Carter v. Good, ed., Dictionary of Education (2 ed.), p. 381.
2. Ibid., p. 381
3. Ibid., p. 381

Learning Opportunity - "is a situation created within the context of an educational program for the purpose of achieving certain educational ends. Learning opportunities are suggestive rather than prescriptive."[1] (many educators prefer "learning opportunities" to "learning experiences" because experiences are "internal". - The same learning opportunity may result in different experiences for each student in a class.)

In the definitions suggested it should be noted that the outcomes of the educative process for students are far greater and more synergetic than the initial planning statements which are called objectives. For this reason the Dictionary of Education defines instructional outcomes as "outcomes that result from the instructional program planned in terms of pupil growth in all areas".

Using the words "objective" and "outcomes" as the Dictionary of Education suggests allows for the separation in time. The first is a planning statement at the beginning of the process, the "outcome" refers to the result of the planning-teaching-learning process. Furthermore, stating goals for educators and identifying objectives for students must not be confused with management by objectives (MBO) or systems approach to curriculum planning.

It should be noted that other terms like articulation, coordination and integration are defined within the context of this submission. Clear definitions help to define the parameters of a task and, thereby, make the task more manageable.

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[1] John I. Goodlad and Maurice N. Richter, Jr., The Development of a Conceptual System for Dealing with the Problems of Curriculum and Instruction, p. 18.

Assiniboia 54.

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******CURRICULUM REVIEW MEETING******* January 27, 1983

In preparation for the Provincial Review Curriculum Meeting to be held in Assiniboia February 15, the Division Board thought it would be beneficial to obtain as many ideas and suggestions as possible for presentation to the committee. To this extent, representation from the Board of Trustees and Assiniboia Teachers' Association were invited. The attached list indicates the school representation from the Assiniboia School Division.

Mr. Cann, Chairman, opened the meeting with a welcome to all representatives. He outlined the overall purpose of the meeting.

Murray Huck, Director of Education, gave a review of the work of the Provincial Curriculum Committee as well as a brief outline of the varied curriculum committees presently at work. These included the committees of Social Studies and Health. As well, he reported that the intent of this meeting was to prepare a statement outlining the concerns of parents, teachers, and the Board of Assiniboia S.D. #69.

One of the difficulties facing this Board and all Boards in the province, is the problem of providing adequate education to all students. In particular, it is very difficult to offer adequate programming that will meet the needs of all students. This is especially true in rural Saskatchewan. Furthermore, this is compounded by the fact that there is a great number of small schools. How then, do Boards provide the education necessary?

The above relates directly to the regulations of the Education Act. It is imperative that a minimum program be offered. However, the minimum program does not meet the needs of all students. For example, not all students are capable in the area of math and science. Do we simply say we will offer these for the benefit of those capable and let the others fend for themselves? This is not good programming. As well, it will lead directly to a high drop out factor. Again, we are not meeting the needs of students.

In the area of Special Education, the Act makes it clear the Boards must provide the necessary programming of handicapped students. It is very difficult because of the number of schools involved. We cannot bring students to a central location, but rather, we must provide the proper education component at the student's school. This is a very costly factor. Yet we are obligated to do this. As the grant structure is not nearly adequate, Boards must pick up the cost. It is essential that the foundation grant system reflect the costs necessary to provide the required program.

Of major concern is the Study, "Rural Education: Options for the 80's". Surely, if the suggestion was taken to conclusion, it would definitely mean the demise of rural education in the Province of Saskatchewan. Far too many assumptions are made in the study which simply are not acceptable.

The following is a list of criticisms levelled at the study. It was pointed out that should assumptions [illegible] as stated in the study, education in rural Saskatchewan in many areas, would cease to exist.

1. Subject Offering: We cannot offer fewer or watered down courses. Students would move to schools offering an education which would allow them post secondary entrance.

2. Drop Outs: Consideration to be given to the term itself. There are courses being offered which open doors rather than close them. A student not completing his/her grade XII does not necessarily constitute a dropout.

3. Societal Problems: It seems that the school is the sole institution for the solving of all problems. School never has and never will be able to accomplish this.

4. Assume people are not satisfied. It is apparent that most people are reasonably satisfied with the type of schooling being offered. This was evident in Issues and Choices of 1973.

5. Quality Staff: This is not nearly the problem that the study seems to indicate.

6. Grade XII Matriculation: Should small schools not be in a position to offer, parents would move students to schools that would offer same.

7. Electives: Generally, people are not concerned about a great number of electives, but rather a good basic offering of subjects.

8. Rural Education: Seems to be offering the basic program and at the same time parents prefer their children to remain as close to home as possible.

9. Conclusion: If we were to follow through with the assumptions made, small schools would fail to exist.

The meeting then was thrown open for general discussion, The following were questions raised from the floor.

Cutting of Staff - Is this the only alternative to high costs in education? It was pointed out that fixed costs represent about 95% of budget with staffing constituting about 60%. Therefore, the basic way to cut costs is by reduction of staff, then reduction of program.

Word Load of Students - Concern expressed that possibly grade I-VI have too much to do. As well, that the reading level is too high. The first part may well be

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true because too many outside agencies try to get into the school to ply their respective ideas. The idea was also expressed that students need to learn independancy as soon as possible rather than being spoonfed.

Texts - Some felt that there ought to be one basic text per subject. In this manner, parents would be in a position to assist their youngsters in a more positive way.

Extension of Grade XII - May be the school years should be extended to grade XIII level, enabling students to be better prepared for post secondary education. As well, we would not have to cram as much into the 12 year program.

Universities are crowded and it is difficult to get into them or technical schools. Students must now have marks in the 80's or 90's to be accepted.

Students are not prepared for post secondary school. Too many fail; too many can't stand the pressure. It was not fully agreed upon as to whether the student was at fault or the system.

Centralization- It was unanimous that the representatives present were not in favour of further centralization.

It was agreed that the small schools should continue to operate. In order to

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do this, it is essential that grants be sufficiently increased. Many grants are made available to all aspects of society, rather than an increase to education. It was felt that education is far more important than other areas.

In conclusion, all agreed that they wanted their schools kept open. Further centralization was out of the question. The Department is not fulfilling its obligations in terms of adequate funding.

The above clearly indicates the feelings and attitudes of teachers, parents, and collective school board members of the Assiniboia School Division #69.

Dianne Liefso	Assiniboia	
Linda Schneikart	Crane Valley	Secretary - Local Board
Donna Jepson	Crane Valley	Chairperson - Local Board
Margaret Beatty	Assiniboia	Chairperson - Local Board
Connie Frisk	Assiniboia	Secretary - Local Board
Arnelda Irvine	Mossbank	Teacher
Pat Leatherdale	Assiniboia	Teacher
Frank Karain	Assiniboia	Teacher
Eva Gibbons	Viceroy	Saskatchewan Teachers' Federation-Councillor
Dale Holmberg	Artesian	Teacher
Jim Stangel	Assiniboia	Teacher
John Bistritzan	Artesian	Sub Unit Trustee
Martin Ritco	Kayville	Sub Unit Trustee
Robert Rusu	Kayville	Chairman - Local Board
Ortly Odsen	Assiniboia	Sub Unit Trustee
Keith Cranfield	Limerick	Sub Unit Trustee
R. W. Ruzicka	Limerick	Chairman - Local Board
Lorne Crosson	Limerick	Limerick Local Board
Pat Machmer	Artesian	Local Board
Diane Forman	Artesian	Local Board
Wilfred Filazek	Artesian	Chairman - Local Board
Caroline Kesslering	Viceroy	Local Board
Sharon Compton	Assiniboia	Teacher , Secretary Assiniboia Teachers' Asso
Sandra Hill	Limerick	President Assiniboia Teachers' Assoc
Murray Huck	Assiniboia	Director of Education

RURAL EDUCATION : OPTION FOR THE 80'S

It should be stated at the outset that the Minister's interest in Education is to be commended. If we are to continue to educate our students adequately, we must always look at our objectives. To this extent then, the study has forced us to take a look at our system.

For the past ten years Rural Saskatchewan has been faced with the problem of dropping enrolment. By and large, School Divisions have done reasonably well. It has certainly created programming difficulties. It has also created transportation problems. To a greater extent, low enrolments may well force us into educational changes.

However, it is our opinion that these changes are changes to be made voluntarily. To this end then, the following is an explanation of our view with regard to the Minister's Study. Simply put, it is an expression of fear as to the eventual outcome of education in Rural Saskatchewan.

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POINTS CARRIED IN BRIEF

1. Distinction between Rural and Urban Education.
2. Inferior Education Program - Lower Matriculation Standards
   - Compulsory Subject Reversed
3. Drop-outs - What is a drop-out?
4. Are Rural People Unhappy with Present System?
5. Societal Problems
6. Quality Staffing
7. Advantages, Strengths of Rural Schools

As the document is read, many points of view emerge. The point of view in this synopsis is one dealing with fears in terms of what might occur should ideas expressed be put into effect. Certainly, it is our opinion that small rural schools as we know them would cease to exist. Following then is an outline regarding concern arising from the document, RURAL EDUCATION - Option for the 80's.

The tile of the document by its very nature makes a destination between rural and urban education. By the Education Act of 1978, there is absolutely no suggestion that educational offerings or opportunities should be any different. Hence, it is easy to assume that a few years from now there might well be two different Acts. One would deal with urban education, the other with rural. This board certainly is strongly opposed to this point of view.

One strong criticism that may well be levelled at the research is the simple fact that all rural Saskatchewan was lumped as one.

Very little consideration was given to the fact many large high schools do exist in the rural areas as well as many small schools. The high schools, larger ones, certainly are not concerned with the great loss of students. Therefore, it is our contention that there might have been a different approach taken.

When the study was conducted, it is our feeling that consideration should have been given to the possibility of changing boundaries. As well, it would be necessary for Division Boards to have absolute control in terms of further centralization. There is no question that (some) small schools could be closed in order to cut costs of operation, and then offer an equalized program to all students. However, no mention was ever made regarding centralization.

In 1973, a series of public meetings took place. At that time people were asked if they were satisfied with the general offerings of schools. When "Choices & Issues" was published, it was very evident that most people were not interested in having a great number of electives. But they were most interest in having a good base education.

It is our contention following several public meetings that people are still interested in maintaining a solid core of subjects with one or two optionals. This is basically the operation in effect in our system. It is our ultimate desire to maintain it.

Further to the topic of "Choices & Issues" indication was that only a small percentage of students took advantage of the large number of optional subjects. Therefore, it would appear that more centralization is not the real answer to solving problems. Also, quality staff has been stated as a major drawback in offering a good program in rural Saskatchewan. In our estimation, acquiring of staff is not a problem. It is not anticipated to be a problem in the future. If staffing is a difficulty in rural Saskatchewan, we would suggest that a split salary schedule be put into effect. This would certainly be effective in attracting adequate staff to rural Saskatchewan.

In our estimation, research does not always adequately represent the thinking of the people. As stated above, "Choice & Issues" indicated clearly in ~~that~~ WHAT direction to go.

To this day, the majority of parents are still desirous of seeing their children complete a Grade X11 that will allow them entrance to post secondary institutions. It is not important that they enrol after Graduation, but rather that should they want to go in one, two or three years later, they will have the requirements for attendance.

Over the past ten years, small rural schools and rural school divisions have been plaqued with declining enrolments. In most cases they have done an excellent job of adjusting to difficult situations. It is our contention that rural people are interested in maintaining the status quo.

A number of suggestions or options in the study will have an everlasting effect on rural Saskatchewan's school system. If we are to accept the fact that small schools should follow the practice of using itenerint teachers, using full scale Correspondence School offerings, we would see the very essence of the school gone. Further to this, if systems were to opt for a Grade X11 standing based on three or four credits, or accept the fact that the present compulsory subjects be replaced with a variety of skill oriented subjects, or modular programming, we would quickly see the complete demise of the small rural high school.

Should the above be implemented, a goodly number of parents would simply place their children in schools that offer a basic Grade X11 program. It appears to us that if the rural Saskatchewan school system is to survive, this is not the proper method of doing it. This method would very obviously create a two class system of education. We cannot accept that rural students will not be given the opportunity to fulfill their educational aspirations in their own area. Certainly if this were carried out, the inference stated at the outset would then be in effect. That is, full distinction between rural and urban education.

A good portion of the study dealt with the drop-out problem. All recognize this concern. However, the established fact is that not all students who don't complete Grade X11 can be considered a drop-out.

Many systems have programs in effect to compensate for students who do not complete an academic Grade X11. Many students not completing Grade X11 go into employment. In many cases these are students capable of completing an academic program in any school system. They simply see a greater advantage in beginning their career at an earlier age. Surely, for these students, the term drop-out cannot be applied.

Many school systems offer a variety of vocational or terminal programmes. When a student completes this, he has achieved a standing. Again, these students should NOT be classed as a drop-out. Moreover, further educational opportunities are opened rather than closed.

One of the difficulities facing all areas of education, is the problem of society in general. The study seems to focus its attention on rural education as being the area to begin solving the situation.

In our estimation, societal problems cannot and will not be solved by education alone. This can only be accomplished by all areas of society working as one.

Over the years, it has been recognized that students coming from rural schools have done well in careers and education. It seems to us that we should be building on the strengths of rural education rather than detracting from these strengths. This would occur if the options in the study were applied. Surely in time of doubt and concern, it is far more advantageous to assist what is there than to change and destroy.

The values of rural living are evident to all of us who live in rural Saskatchewan. It is our feeling that if teaching of rural values is important, then these values would serve a greater purpose in having these values taught in all school jurisdiction, urban and rural. Certainly, it would be short-sighted for anyone to assume that rural education should be offered so that rurally educated students remain in rural Saskatchewan. This really doesn't make much sense for the simple reason that there is not available employment for all students (graduates or otherwise) in rural Saskatchewan.

In conclusion, it is necessary that all systems review and revise their objectives from time to time. In this respect, rural and urban systems are on a similar basis. However, it cannot be implied that rural objectives aught to be different than urban opportunity. If in fact, it is implied that rural students do not need the same opportunity, then rural people will be relegated to a second class status in education. This we cannot accept.

SUBMITTED BY ASSINIBOIA SCHOOL DIVISION #69

JAKE CANN, CHAIRMAN

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10 POSITIVE SUGGESTIONS FOR PRODUCTIVE LEARNING

Presented to:

The Minister's Advisory Committee for
the Curriculum and Instruction Review
Province of Saskatchewan

Presented by: Loretta Wenaus
Assiniboia, Sask.

Dated: February 15, 1983

There are many of us here tonight I am sure, who are under the same impression, that very few people are happy or satisfied with our present day system of schooling in Saskatchewan. It is very obvious that the entire situation is very stressful to all concerned; educators, students, parents, and administrators. The changing of times and people is probably responsible for its breakdown. Modern day communications have made people worldly wise, and the Human Rights Act has advised educators, students and parents of their rights and what is humanly expected of them, thus making modern day rules conflict with present classroom expectations.

The stressfulness of it all is more than often portrayed in the use and abuse of alcohol and drugs so frequently used by teachers, students, and parents, who are trying to cope with an outdated system of education. In this present system, educators are "burning out" on the job, trying to cope with unhappy depressed kids, and their sometimes very irrate parents. Parents are throwing up their hands in utter despair, and the kids are shrinking into depressions that often end in self-destruction. So with the above in view, it is with great enthusiasm we welcome a chance to come before the Minister's Advisory Committee For The Curriculum And Instruction Review, with our briefs, so we might voice our concerns, and have them listened to by members of the Department of Education for the Province of Saskatchewan.

It is my personal opinion that the curriculum criteria is not as important to the functioning of a school, as is the learning atmosphere therein, and the eligibility of the proper handling of student behavior. If the environment is right, the kids will relax in its warmth and friendliness, making learning not only possible, but enjoyable as well.

The following are a list of positive suggestions for productive learning:

1. Creating an environment that will give kids a "thirst for education" or "a will to learn", with a goal towards adult status during high school years. A special committee should be established to research this area.

2. Behavioral problems should not be the responsibility of educators to handle. They should be referred to professional psychologists, employed in all schools, who are trained to handle all human behavior problems. A teacher shouldn't be expected to be at conflict while putting their knowledge across each day, and this is pretty well how it is with our modern day kids, isn't it?

(continued ....)

3. A "Self Awareness" class should be available to all students, so they can identify with themselves at an early age, as to who they are and where they are going.

4. Sex education and Family Life classes should be presented to all students, and should be taught by a professional, covering both biological and moral aspects of the subject. There is no room for ignorance in our fast moving modern society.

5. Relaxation Therapy should be included in the vigorous Physical Education programs. Students (as well as educators) should be trained how to relax their minds and bodies, inorder to combat stress and increase their learning capacities.

6. Special Education teachers should be available to all schools, with teacher-aides available to them, so they don't become bogged down on the job. There are many frustrated slow learners and their frustrated teachers, who need extra help available. It is every kids birthright to learn as much as they can, and for some it just takes a little longer; and they can become very frustrated in a fast streaming system such as we have in Assiniboia, making them counter-productive.

7. A Home and School Organization (provincially recognized) would be a benifit to teachers, parents and students alike. Here they could get to know each other, and I feel it would help combat peer pressure as well. They could work together for the betterment of their school, parents could help take some of the load off the teachers, and they could enjoy extra curriculum activities together.

8. Encourage individualism in kids at an early age. Give them more "freedom of expression", and help give them an identity.

9. Introduce "Teacher Evaluations" by the students. Possibly on a bi/yearly

(continued ....)

basis. These evaluations should be reviewed by the school board and then sent on to the Department of Education for further review. It should be a child's birthright to have freedom of opinion in a democratic country such as Canada.

10. " Teacher Burnout ", should be carefully watched for, and when it does occur, a teacher should not be discredited with it, but rather a leave of absence should be arranged (with pay), and time allowed for them to rest back to good health again. Early diagnosis could be treated, and they could soon return to the work force, as productive as before. I think this should be highly considered because of the high stress factor that goes with their job.

The 10 positive suggestions listed above for productive learning are only a few, but I feel they are some of the more vital ones. I think they should be given priority one, ahead of any curriculum change, because without activating them, the whole purpose of education is defeated. Saskatchewan's youth is its greatest natural resource. Lets strive to preserve it!!

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69 Harvard Crescent
Saskatoon, Sask. S7H 3R2
February 7, 1983

Mr. Karen Rongve
Chairman, Curriculum and Instruction Review
2220 College Avenue
Regina, Saskatchewan S4P 3V7

Dear Mr. Rongve,

Please find in the enclosure the questionnaire which was supposed to have been mailed earlier. I delayed the mailing because I felt that the choices (from "very important to no comment or very negative) didn't allow for much maneuvering. I find it very difficult to put everything into a neat slot, to make everything appear either black or white. Life has many facets and shades of color, and a blend of black and white comes out gray, unfortunately (which is not a very revealing color). Therefore, in addition to the questionnaire, please find the following:

1. Appendix I which lists a few basic real examples and problems that my two youngest children experience in primary school.
2. Appendix II which is a copy of (primary) school expectations 1982-83. Appendix I refers to this on occasion.
3. Appendix III which gives a few opinions on the points raised in the pamphlet, referring to the block of points under the heading, "An opinion sampling: what needs should we be meeting?"
4. Appendix IV: The manuscript of a presentation that I gave in the fall of 1981. A good number of the basic points are discussed in this talk.

I regret that I will be out of town on February 26, 1983, thus I can't attend the public meeting. This letter and the appendices should, therefore, take the place of comments that could have been made at the meeting.

With best wishes for a successful review.

Yours truly,

H.B. Schiefer

HBS:ck
Encl.

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Saskatchewan
Education

Issues In Schooling

QUESTIONNAIRE

The Minister's Advisory Committee on Curriculum and Instruction is gathering the opinions of Saskatchewan people about schools. Your views about school practices, the quality of schools, and the purposes of schooling will be used by the committee to determine how schools can best meet the needs of our children.

Sometime during the next week, we would like you to answer the questions in this booklet. When you have done this, please return the booklet as soon as possible to the principal of your school or mail it directly to:

Curriculum and Instruction Review
2220 College Avenue
Regina, Saskatchewan
S4P 3V7

Attention Teachers — Grades 9 to 12: We invite you to duplicate copies of this questionnaire for your students to complete and return.

We look forward to receiving your views and suggestions.

October, 1982

PART 1: BACKGROUND

1. Which of the following best describes where you live? Please check (✓)

on a farm or ranch ______
in a community under 1,000 ______
in a community over 1,000/under 5,000 ______
in a community over 5,000/under 50,000 ______
in a community over 50,000 ______

2. If you have children in school, please check (✓) those grades in which they are enrolled.

Kindergarten ______	1	______	4	______	7	______	10	______
	2	______	5	______	8	______	11	______
	3	______	6	______	9	______	12	______

3. Please check (✓) those that apply to you. I am a . . .

parent/guardian ______
teacher ______
educational administrator ______
school trustee/school board member ______
student ______
other ______

PART 3: SCHOOL PRACTICES

How do you feel about what happens in schools? Give us your ideas about each of the following by circling the number that best expresses your opinion. For example, circling the number 5 indicates that you strongly agree with the left-hand statement. Circling number 1 would show strong agreement with the right-hand statement.

1.	Parents have too much say about what happens in schools	5	4	3	2	1	Parents have too little say about what happens in schools
2.	School standards are too high	5	4	3	2	1	School standards are too low
3.	Schools are trying to solve too many problems of society	5	4	3	2	1	Schools are trying to solve too few problems of society
4.	Teachers are enthusiastic	5	4	3	2	1	Teachers are indifferent
5.	Students spend too much time memorizing facts and figures	5	4	3	2	1	Students spend too little time memorizing facts and figures
6.	School discipline is too firm	5	4	3	2	1	School discipline is too slack
7.	Students have too much homework	5	4	3	2	1	Students have too little homework
8.	Schools make too much use of community resources	5	4	3	2	1	Schools make too little use of community resources
9.	Schools pay too little attention to students as individuals	5	4	3	2	1	Schools pay too much attention to students as individuals
10.	Too much money is being spent on school libraries and resource materials	5	4	3	2	1	Not enough money is being spent on school libraries and resource materials
11.	School subjects are too difficult	5	4	3	2	1	School subjects are too easy
12.	Students have too much say about what they do in school	5	4	3	2	1	Students have too little say about what they do in school
13.	Schools fail too many students	5	4	3	2	1	Schools pass too many students

PART 2: SCHOOL QUALITY

Let us know how you feel about schools in your community. Place a check (✓) beside each statement below the rating (Very Good, Good, etc.) that best expresses your opinion. If you feel that schools should not be involved in some things, check "Should not be Involved".

How good are schools at each of the following?	Very Good	Good	Need Some Improvement	Need A Lot of Improvement	Should not be Involved
1. Teaching students what they need to know to cope with the world of the '80s and '90s	____	____	____	____	____
2. Meeting our children's needs	____	____	____	____	____
3. Providing effective teachers	____	____	____	____	____
4. Helping students with special needs	____	____	____	____	____
5. Developing the academic skills of students	____	____	____	____	____
6. Developing the personal growth of students	____	____	____	____	____
7. Teaching important values of our society	____	____	____	____	____
8. Having students progress at their own rate	____	____	____	____	____
9. Communicating with parents	____	____	____	____	____
10. Helping students get along with others	____	____	____	____	____
11. Providing a variety of learning activities and courses of study	____	____	____	____	____
12. Teaching about Saskatchewan and Canada	____	____	____	____	____
13. Organizing extra-curricular activities	____	____	____	____	____

PART 4: PURPOSES OF SCHOOLING

Listed below are some possible purposes of schooling. Please check (✓) the importance you assign to each.

Possible Purposes Of Schooling	IMPORTANCE				
	Very Important	Important	Somewhat Important	Not Important	No Comment
Learn to respect and get along with people	✓				
Develop pride in self	✓				
Develop skills of reading, writing and mathematics	✓				
Support ethical and spiritual development	✓				
Develop good citizenship	✓				
Promote awareness of current problems and issues	✓				
Encourage the understanding and practice of family living skills		✓			
Practise and understand the ideas of health and safety	✓				
Develop skills to enter a specific field of work	✓				
Learn how to use leisure time	✓				
Foster appreciation of culture and beauty in the world	✓				
Acquire knowledge					
Learn how to examine and use information					

Comments: Thank you for taking the time to complete this booklet. If you wish to make further comments please attach additional pages.

APPENDIX I

Additional comments pertaining to questionnaire

Our children (Grades 7 and 8) are no longer as happy in school as they were some years ago or as their two older siblings were in years before. What has changed? We don't know for sure, but there are some items that come to mind:

1. Our children hear, both from teachers and the principal: "If you don't like ... School, just go to another school."
   As parents, we are not very impressed by the idea that children should change schools if the climate changes. Schools exist for children, not for teachers.

2. "Do as I say, not as I do", is an invented quotation, but the teachers do give such signals.
   Children are told not to chew gum (see point 2.8 of General Regulations, App. II, attached), but the order comes from a principal who is constantly chewing gum. There are more examples like this.

3. "Shut up; I don't want to hear your side of the story" - is not a verbatim quotation, but the bottom-line of many statements, when children's comments and pleas aren't listened to, let alone taken into consideration.

4. "Write neatly" - a fair order, but hardly convincing when it comes from a teacher who gives hand-written handouts and examination questions that can't be deciphered except by very careful, time-consuming study.

5. The old problem of "teacher's pets" is still very much alive and well. If it weren't so obvious in many instances, that would be appreciated.

6. How can one expect children to sit still in a desk during a break (see item 2.2.3 of App. III), when they want to move after a long time of instruction and sitting still?

7. What is foul language (see 2.2.7, App. II), when a very prominent person in the school says (in school) to a student: "If my son called me by my last name, as you did just now, I would kick his ass. Do you want your ass kicked? What the hell is going on?"

8. Is it good for religious belief and growth in faith if children have to make up advertisement posters as class assignments, like: "Jesus is like hot chocolate - He warms your heart"?

App II Sep 11, 82

EXPECTATIONS FOR ACADEMIC YEAR - 1982-83

1. WORK: Study Habits

1.1 Each subject will have its own notebook.
1.2 All notebooks and desks will be kept neat and tidy; there will be no doodling in texts, notebooks or on desks.
1.3 All textbooks will be kept in a secure area, such as desk or box.
1.3.1 All students will maintain their textbooks in good condition. They will be responsible for the replacement of a text that is lost or in a shabby condition.
1.4 Each student will be responsible for his or her writing equipment - pens, pencils, erasers.
1.5 All assignments, except Math, diagrams and charts will be written in pen.
1.6 All homework assignments must be completed on time or the student will remain after school. If the problem continues the parents will be notified.
1.7 All assignments will be completed thoroughly with neatness and good penmanship emphasized. All unsatisfactory work will be rewritten.
1.7.1 If a student should happen to be absent from school for whatever reason, it will be up to the student to see the teacher or a student to see what he or she has missed the previous day or days (preferably the classroom teacher.)
1.8 Examinations will be announced ahead of time to allow adequate preparation.
1.9 Only the best is expected, as you sow so shall you reap.

2. GENERAL REGULATIONS:

2.1 Each student will strive for punctuality. If tardiness persists, parents will be notified.
2.2 All students should conduct themselves in a responsible manner. The usual practice being act according to your age.
2.2.1 They will be ready for each subject. (After recesses, by consulting the timetables.)
2.2.2 At recess time the students will go outdoors unless the weather is inclement.
2.2.3 If the weather is inclement, the students will sit in a desk during the break.
2.2.4 There will be no aimless wandering in the halls at any time.
2.2.5 There will be no record playing other than music period.
2.2.6 There will be no movement during class time unless asked to do so for small group work.
2.2.7 If there are any social problems - such as use of foul language, teasing - the student will be dealt with fairly and promptly.
2.3 All students will provide the teacher with absent slips for whatever reason of absence.
2.4 There will be no liberties to leave the school premises without parental consent and teacher consent.
2.5 All school regulations regarding things such as entrances, boot racks, muddy shoes, will be adhered to.
2.6 During class time silence is expected - except in discussion periods or participation in a subject area.
2.7 Before a student speaks up he or she is to be acknowledged by the teacher.
2.8 There will be no gum-chewing, sunflower seed and candy eating allowed.
2.9 Each student will strive to keep his or her classroom neat and tidy to help create a good environment for learning.

3. SPIRITUAL DEVELOPMENT:

3.1 Prayers will be recited to open the day and afternoon. They will be recited at noon and at the close of the day.

Comments on: What needs should we be meeting?

1. Part of each day should be devoted to physical fitness: Definitely, yes.

2. Students should be taught how to think critically, etc.: Yes, absolutely yes.

3. More Canadian/Saskatchewan content in textbooks: Yes; right now (1982-83) they still learn more and know more of any U.S. state than of Canada.

4. More time to learn basic math skills: I think the present approach is okay.

5. Career preferences: Maybe in the last two years of high school.

6. Appreciation of ethnic and cultural differences: A good idea, is partially done, but could be more exploited.

7. More musical instrument playing: Not necessarily a job for the school.

8. Second language: A must.

9. Local concerns and values: Yes, but in balance. We live in a wide world, and balkanization is a new threat.

10. Students should take responsibility for their own education. A dream - it doesn't even work in the university.

11. Student evaluations that create undue competition: The question is loaded. Undue competition is wrong, of course - but children have to learn that there is competition out in the real world.

12. Development of technological model as preparation for computerized world: Yes.

13. Education based on the need to ensure the survival of people and the environment: I hope that this is done, because teachers are part of this struggle.

14. Streaming of students: That depends on the size of the class (see App. IV).

August 28, 1981 - Professional Development Program - Evan Hardy Collegiate Institute

1. Personal Sketch

Professor of Veterinary Pathology; four years department head; now: Chairman of (campus) Toxicology Group. Came to Saskatoon in 1969 from Munich, where I studied Veterinary Medicine and received my Dr. med. vet. degree and the degree equalling a Ph.D. At the time of departure from Munich, I was a state employee (civil servant). I was born in Cologne, but lived from 1935 to 1944 in a small town (pop. 20,000) close to the Dutch border, just a few miles from Nymegen and Arnhem.

2. Comparison and contrast of my secondary schooling with what I see my children getting

I will have to be a little more detailed, because of the vast differences that are based on the different type of country and the times.

When I received my primary and secondary schooling, the following options were available: A primary school (Gr. I to VIII) which was compulsory for every child to go through (and no more!), unless one was selected to switch to the secondary stream after Grade IV. This secondary or high school stream provided for another 9 years of learning, leading towards a graduation certificate that entitled the student to go to any university of his/her liking. Thus, the theoretical primary and secondary education would have taken 13 years. A typical (compulsory) program in the secondary school would have included: First foreign language (English) in Grade V, second language (Latin) in Grade VII, third foreign language (French) in Grade IX; and then, of course, German, mathematics, biology, chemistry, physics, and geography, history, religion, music, art. All these years, at three different levels, repeating the content (each time at a higher level) essentially three times.

I entered grade school in 1936, and until 1940 I had already encountered one major revamping of the school system. In 1938, the year of the "crystal night", all the denominational schools were amalgamated, and everything was "Germanized", including writing. My entry in the first grade of high school (corresponding to Grade V here, and I will continue to use the Canadian grade numbers in order to allow for better understanding) in May, 1940, coincided with the German invasion into Holland, Belgium and France (May 10), and, for starters, there was no school for the first two months because the school was used by the army. The following years (1940-44, or Grade V to VIII) saw at first more or less regular school hours, but from 1942 on we spent more time in the air-raid shelters playing cards than having instruction.

In the early summer of 1944, I had finished Grade VIII, and expected to go into Grade IX in the fall. But in August we were drafted to build fortifications, particularly tank trenches close to the Dutch border, and I witnessed, just a few yards from me, the bombardment of Nymegen and Arnhem and the now famous paratrooper landing of the British and Canadian Armed Forces which led to the establishment of the bridgehead of Arnhem. Ten days later, we left our town on foot, with just a few personal belongings on our backs and in our hands; our house was completely destroyed a few days later; I would have been one of the many casualties in our school which served as our air-raid shelter. We fled to relatives in the country, not far away from Bonn-Remagen, and I became a farm and mill-hand for the time being. There was no school, of course, and there wasn't going to be any school until November, 1945. By that time schools were trying to get established again (we had moved back to Cologne) and students showing up for school were placed into whatever grade they either claimed to be in or could prove to be in. I claimed (no papers, everything was lost with the house) rightly that I belonged into Grade IX, and I found myself with 90 other boys in one classroom. The group was halved, and we were told that the next four months would be a "trial period" only, and we would be sorted out into the grades where we belonged to, academically. In February, 1946, I was one of 45 who were deemed to be worthy to be in Grade X. After two more months, the school authorities noticed that there wouldn't be any graduating class in 1949, thus they told us 45 guys that they would select the better half again and declare them to be Grade XI henceforth. Well, the better half turned out to be 17 of us, and I found myself propelled into Grade XI. The next two years, Grade XII and XIII, followed, and in 1949 I "graduated", after precisely 11.4 years out of a possible 13 years of schooling.

You may think that this was no big loss (1.6 years), but I should give you some idea of the type of school we had after the war.

The first months saw us convert the burned-out ruin of the school into something liveable. We students removed the rubble, put in windows, doors, stove (wood for the stove was collected, like everything else, from the ruins surrounding the school). There were no books, no paper to write on, save a few precious leaflets. No instruments or material for chemistry, biology, physics. So, how did we learn then? Our teachers started and continued with whatever they could think of. Grammar and learning of vocabulary in languages (Latin, English, French) was the mainstay; stories and poems were read. Our English teacher had returned from the U.S. where he had been a prisoner of war and he had made friends there. They sent him regularly 10-15 copies of Reader's Digest every month, and most of my English language knowledge is based on reading this magazine, translating and discussing it.

On top of these "scholastic" difficulties, which may have been part of the retaliatory Morgenthau-plan that did not change until 1948 when the Marshall plan came into effect, we were most of the time plainly hungry, and our interests were very much directed towards survival, although we all liked to go to school after 1½ years of no school. Our survival training included procurement of food, improvement of homes (we became masters of invention in repairing almost anything), stealing of coal for heating, etc. Our teachers were in no other situation, and our relationship was very much that of buddies rather than authorities. There was ample time for discussion of the numerous other problems that were on our minds: How could Hitler have taken over in 1933? How come nobody stood up against him? How do you live today when you saw many of your friends burn or hit by grenades, or simply disintegrate by an explosion? How can man be so stupid to wage a war? Where are the solutions? How do we get a better society? Why do the Americans give us money (Marshall-plan)? Answer: They wanted to create a buffer zone between Russia and the western world. We forgot eagerly whatever we had learned in the Hitler-jugend, but we threw a lot of other old values overboard also, and started to build a new world, without any flaws.

Why did I belabour the past? Well, my experience with the secondary schooling can best be summed up in one sentence:

> It doesn't matter what type of schooling one receives;
> if the individual is determined, he/she will succeed later anyway.

When I compare school years with what my children experience now, I can't help but say: Even Hardy is heaven, is a dream come true. Books and papers are plentiful (too plentiful!), teachers are more like loving nurses in a hospital, concerned about the academic well-being of their "patients". Teachers excite the students, spend extra-curricular time with them in clubs, etc. They support talented students, encourage, try to bring out the best, and they even supervise the monthly dance!

3. Current situation at Evan Hardy: Indicate what is done well, what school is failing to do

After this rather exalted praise of Evan Hardy in contrast to what I had available, let me now list a few less emotional points.

Yes, I think the teachers of this school have to be commended for their efforts and the time they spend with the students and their concerns. The subjects are taught with plenty of audio-visual and other support, and many a teacher gives much more than one would or could expect (although the opposite is at times true, too!). This is appreciated and acknowledged with thanks. As for the academic program, I think you do the best you can do within the given framework at hand. But, where there is sunshine (and there is plenty of that in this city!) there is also shadow and sharp contrasts.

I feel that the school and the School Board hasn't come to grips with the concept of streaming vs. non-streaming. Non-streamed classes might work with 20 students or so, but they are deadly if there are 40 or so. Sciences and languages are presently more or less streamed, but not the other topics. We will see later how important these "other topics" are.

The semester-system must have been invented by students, not educators. One of the oldest rules of education is, that repetition will produce mastery. The semester system, with its "on-off" switching, reminds me of the numerous blinking lights in the control room of the spaceship Enterprise in Star Trek: one never knows how the blinking connects with what is going to happen. A subject not taught for six months is as good as forgotten.

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Given the resources you have and the time students have, I would like to state very plainly and almost unpolitely, that your curriculum doesn't demand enough from the students. Give them more to do! Now (in Grade IX to XII) is the time to learn, to stuff the brain. Why don't you teach at least two (foreign) languages as compulsory subjects? French is obviously the first choice, after that one could consider Spanish as another compulsory language (I was tempted to say German, but that may be interpreted as too parochial). The learning of a language opens the mind to more than just the vocabulary and grammar, it's the door that leads into understanding of other cultures.

I also have some petty criticisms. As for English, I think the vocabulary training you offer isn't going to help anybody, unless the teacher is able to pronounce and use the word himself, and to test knowledge of the vocabulary in a multiple choice exam isn't doing anything to get the vocabulary into use and circulation. I have my serious doubts as to the selection of some of the reading material which deals, for instance, with death and some similar items in a rather gory fashion (an example is the movie "The Lottery", where a woman is stoned). Our children see enough violence on television, and I don't support the idea that gory stories have to be used to attract the attention of students.

Of course, I also hear the all-too-familiar complaints, such as that laboratory periods should be held, and not lectured; that there is too much memorization of trivial things, such as the phylum in biology; that physics is not taught in a manner that matches with university programs; that there should be more "standard" of what and how much has to be done; that it takes quite a long time (from a student's view) until a poor teacher is asked to leave; that student teachers have too much of a freedom to do what they want; but these are probably the trivia that have plagued every student since there was a teacher-student relationship.

4. My expectations of teachers, the skills and knowledge the school should provide, the teaching of values in the school, parental involvement in the school

a. Expectations of teachers

Being a teacher (at the University) myself, I better be careful in what I say, but I think it is fair to say, in an old-fashioned way, that teachers should be a good example. This starts with attitudes: Students are very quick to pick up secret messages, such as "Thank God it's Friday and the weekend is coming"; students are sensitive to the barely concealed fact that some teachers appear in the morning suffering too obviously from the aftermath of certain alcohol preparations or appear in classes with the indicative smell after lunch; students expect respect and don't appreciate enlightening comments like "You idiot, sit down and try that question again" (a true quotation); teachers should have adequate background training in the subject they teach, and if they are just one hour ahead of the class in their preparations, they should at least not tell or show this to the students; above all, however, teachers should be and appear as human beings - and this expectation, I think, you are fulfilling by and large very well.

b. Skills and knowledge the school should provide

Many books have been written on this subject, and I don't want to enrich this literature. But, being a newcomer to this country and having come from a different culture, I do have some comments to make. Your curriculum is founded on the North American belief that science (besides sports) is the most important subject matter. This has created the North American philosophy that everything is manageable in a mechanistic way. Other subjects are less important in this scheme. In my view, the soul is starving and science doesn't give the answer to most of the problems that we face today.

Do you teach the basic reasons for today's messed-up labor relations? When are the students asked to read Karl Marx and similar philosophers? Lack of concern for the environment, exploitation of our resources, no matter which ones (and that includes the human resource!) lack of concern for property or traffic rules to name a few, are typical for the egotistic, materialistic pseudo-scientist which we produce in our educational system these days. Do you take seriously, in your teaching, the historic reasons for the development of social unrest? How do you handle, if at all, issues like politicians calling for defiance of existing laws? The list could go on, and I don't have an easy answer except to suggest that none of these traits are new to mankind. History shows that everything has been done already, once or twice, and courses in socio-economics (not just as electives) would help quite a bit.

This brings us, obviously, to the next item.

c. Teaching of values in school

Teaching of values is, for the short-sighted person, a no-no in today's pluralistic society. When I use the word "value", I am not thinking of the usual petty moralistic statements like: Don't smoke. Don't get pregnant. Don't drive when drunk. (They will do it anyway!). To counterbalance the heavy "science load", you should strengthen or introduce "basic value" classes. The teaching of the history of religions, of philosophies, of basic laws of mankind (even robots have their laws, like the first law of robotics:

> "A robot may not injure a human being, or through inaction, allow a human being to come to harm".
> From: Handbook of Robotics, 56th Ed., 2058 A.D.
>
> (Asimov),

appreciation and interpretation of art and music, offered as simple subject matters to be learned (without any personal "weighting" as much as possible) would provide the idle brains of our children with plenty to think about. The knowledge of these facts would enable them to have at least some reference points. Don't tell me that the home and the churches have to teach such general values and aspects. You and I know that there is almost no home left that can teach such values in the atmosphere of pure scientific materialism that envelopes all of us. As for churches, I wouldn't give them too much of a chance either. Most churches struggle enough with the problems of over-population, social misery and individual catastrophies, and whatever the churches will say is (and has to be) a one-sided story, save for some exceptions.

d. Parental involvement in the school

To be present, here today, is already a sign that you take parental involvement seriously. I applaude you for that and I am very much for a certain amount of parental involvement in the form of a Home and School Association, not as another social function with coffee, fund-raising and other parties, but as a sounding board. I have had the pleasure to serve four years as member, vice-president, president and past president of the Home and School Association of Cardinal Leger School, and I know from these years, that parents can help to shape the programs.

Finally, let me express my thanks for inviting me here today. You may have received more comments than you expected, but I can't see any reason why I shouldn't express my views openly. Only clear, unveiled statements will elicit discussion and exchange of thoughts, and that, I understand, is the purpose of this morning.

4/60

57.

Never has a curricula review been more important! Our world faces the likely prospect of a terrible nuclear war. The world of our children could be so devastated that civilized life would be questionable. Yet if the peoples of the world could learn to live peacefully with some cooperation there would be a new renaissance, a standard of living never before attained in this global village.

Our educators have the responsibility to do everything in their power to make this a peaceful world. They must allow our students to know of the world's problems. Together then, they can be the catalyst allowing a liveable and much more rational world. If our educational leaders negate their responsibility, historians and many beings of the future will question their indifference and apathy.

Truth should be the star of our reasoning as we search for a guide into the future. Think of the many ways that stars have guided in the past. We have our North Star. Voyageurs over the centuries navigated from the heavenly bodies. Galileo's telescope showed the heavens, and that the Earth and its inhabitants are not the centre of the galaxy. One important figure from history said, "Know the truth, and the truth shall make you free."

Our educators, teachers and students can fashion their best star of reasoning. What are our best bases of truth, bench marks by which we can judge events of the past and present and their effects on the future? Define the meaning of truth. Is it scientific understanding, photographic evidence, first hand information, careful analytical study, historical perspective, genuiness, reality, justice, conformity to a rule, honesty or integrity? The star of reasoning will have as many points as there are supporting definitions for truth. With that star as a reference for study, our educational leaders, teachers and students should be able to examine the records of our past and present. Their evaluation will answer how local, national and world events have helped or hindered our world's progress, as well as how they'll possibly affect the future.

Our courses of study, our curricula, need to be very flexible so that they will meet the needs of our students and school communities. The formation of our goals and objectives can be completed in an example of democratic decision making. How can our students, young and old, best grow up in this world? All of their class subjects are involved as they learn of local, national and global occurences. We must not become tied to closed courses of study that allow no exploration. In a recent social studies curriculum review, high school students complained that they were not allowed to study or question present world happenings. Instead, their social studies course was locked in with little or no relevance to today's world.

Our continually changing technology must be linked to our curricula. We must be aware of how filmstrips, records, videotapes and other audio-visual aids can help learning. Newspapers, magazines, radio and television programs have much effect on what is learned. How can they be coordinated to become a part of the educational goals? Many television broadcasts are the result of much expensive research. Often they are a window to our world. Educators need to be able to use video-tape copies of those programs. Numerous lesson plans should be developed to be used with these many audio-visual sources. Student involvement is essential as classes use their "star of reasoning" to explore. Computers will be able to assist educators as they coordinate the use of a vast data bank. New photocopiers that enlarge or diminish printed pages enable a newly published article to become a large colorful overhead transparency - a teaching aid useable in the classroom.

The library, the learning resource centre, needs to further become the nerve centre of the school. It should attempt to be the historical storehouse of the important events of world history, the past and present. The vertical file is a very important learning and teaching tool. Filing cabinets holding alphabetically arranged folders can provide the latest research or historical records before that information is placed into books.

To help our students build a peaceful world our classes must be able to question and dialogue with our community, nation and world leaders. Government, if it is going to work successfully, must be based on justice, a system of law and fair play. A part of that function is to be able to communicate with the population, young and old, rich and poor.

Teachers have a heavy work load. New curricula that meets the community, national and world needs has to be complete. Within a classroom, teachers have many students, from the emotionally disturbed to the academically talented. Each of these, boys and girls, need to gain a positive self image, as well as realistic goals, as they grow up in this world. School activities must be much more than keeping students busy or out of mischief, as they learn to read, write, spell and become able to solve mathematical problems. New courses of study must provide a positive motivation for the teacher who might rather continue to use the materials that he or she has developed over the past years.

Why is our world in trouble? Why should our boys and girls know about more than our own community? Let us look at some research completed by other people. Each article is numbered in pencil at the top for easier reference. From page ① the Golden Rule in Seven World Faiths shows how a basic philosophy of life is common around the world. Yet from ② The Blunder of 1914, quoted from "Canada and The World" May, 1982, World War I should not have happened. At the end of a tragic story, The Diary of Anne Frank, the epilogue ③ describes the historical tragedy resulting from the Treaty of Versailles. Page ④ gives the approximate number of people killed, including civilians, during World War II. The largest number of people killed per nation was from the U.S.S.R. What will be the attitude toward war in that country today? The money spent for military purposes by our world for 1977 is described on page ⑤ . In a peaceful world, how would a third of that money be spent for global problems? When world resources are used in an arms race, page ⑥ , whose world is it? UNICEF was founded with the hope of saving our children. Page ⑦ indicates what is happening to a billion of them. With the money available as shown on page⑤, does page ⑧ indicate the way to aid the hungry, sick, illiterate and suffering? Page ⑨ shows what needs to be done, what can be done. With vaccines that are available, children can be immunized at the cost of $3.00 per youngster. The money isn't available. Ten children may die every minute as a result of disease. The sayings of Mahatma Ghandhi, from page ⑩ , apply to today's world. Page ⑪ shows how much wars have affected the American and Soviet nations. Can we begin to understand the deaths from a nuclear war? Page ⑫ states that 2.2 million people of the 3 million people in Boston would be killed by the fire storm or blast of an atomic bomb. Page ④ shows that a fraction of that number, 433,000 Americans, were killed in World War II. Quoting Father McSorley's article page ⑬ , "We can destroy every Soviet city of 100,000 or more 45 times over. The Soviet Union can destroy every American city of 100,000 or more 13 times over." From page ⑭ that dot at the centre square represents all the fire power of World War II. Each dot represents the equivalent firepower in nuclear weapons alone. Using a "star of reasoning," how would we evaluate from page ⑮ the value of the Cruise missile? From the last paragraph of article ⑯ , how does Dr. Carr suggest a world problem can be solved? In his article, "Why Study the Future", item ⑰ , Dr. Kindrachuk gives many reasons why we should study the future. His statements to think globally and act locally is imperative. In the parable of article ⑱ Robert Muller asks the same question that this curricula review must answer, "Why was I taught so much about the past and my country and so little about the rest of the world?". Robert Muller also wrote article ⑲ "The Need for Global Education". Those pages should be carefully studied. They are the keystone to our educational future. Article ⑳ provides guidelines for our curricula and the future. Can our planet be governed according to law and justice? Lawrence Abbot's World Federalism paper, item ㉑ , attempts to tell how. Here is one rational description about attaining world order. Do our students have the right to study and evaluate these ideas? Dr. Ray Fast presented the poem, "What Shall We Give the Children?" in one of his papers to teachers. Can we as teachers help give those wonders to children, here and around the world? How can we as teachers help the nations beat their swords into plowshares?

Submitted by Jim Holtslander teacher-librarian of McNab Park and Wilson Schools - Saskatoon, Sask.

①

THE GOLDEN RULE IN SEVEN WORLD FAITHS

Buddhism

In five ways should a clansman minister to his friends and familiars: by generosity, courtesy and benevolence, by treating them as he treats himself, and by being good as his word.

Christianity

All things whatsoever ye would that men should do to you, do ye even so unto them.

Confucianism

What you do not want done to yourself, do not do to others.

Hinduism

Men gifted with intelligence ... should always treat others as they themselves wish to be treated.

Islam

No one of you is a believer until he loves for his brother what he loves for himself.

Judaism

Thou shalt love thy neighbor as thyself.

Taosim

Regard your neighbor's gain as your own gain, and regard your neighbor's loss as your own loss.

②

THE BLUNDER OF 1914

In the summer of 1914, a terrorist murdered the Austro-Hungarian Archduke Franz Ferdinand while he was visiting Serbia, a country which now forms part of Yugoslavia. The Austro-Hungarians were infuriated by the killing and they prepared to go to war with Serbia.

The conflict threatened to engulf all Europe. Russia regarded itself as the protector of Slavic nations like Serbia and said it would fight on Serbia's side. Russia also had a military alliance with France, and France had a military alliance with Britain. Austria-Hungary, on the other hand, had a military alliance with Germany.

Telegrams and telephone calls raced across Europe as the nations mobilized their armies and yet tried to stave off war by a last minute compromise. Although all nations wanted peace, they also thought they would have to launch the first attack if they were to win the war; today, the nuclear powers feel they must launch the "first strike" to survive.

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On the morning of August 1, 1914, the British foreign secretary phoned the German ambassador in Britain and said Britain and France would stay out of the war if Germany promised not to make the first attack against France. When the British offer reached Berlin, Kaiser Wilhelm of Germany was overjoyed. He immediately contacted his chief of staff, Von Moltke, and told him that it was not necessary to fight France. The war would be with Russia alone.

There was one problem. The plans of the German army called for it to fight both France and Russia. The plans had been painstakingly drawn up in 1905 and they had been updated every year since. They specified where each regiment in the army would meet. They listed the trains which would visit each station to carry the troops to the front. If Germany fought Russia alone, the millions of men it had detailed for the war against France would be thrown into confusion. It would be months before they could reach the Russian front. To ignore the pre-war plans might lose the war for Germany.

Von Moltke told the Kaiser: "Your Majesty, it cannot be done. The deployment of millions cannot be improvised. If Your Majesty insists on leading the whole army to the, East it will not be an army ready for battle but a disorganized mob of armed men with no arrangements for supply. Those arrangements took a whole year of intricate labour to complete and, once settled, they cannot be altered."

What came to be known as World War I could have been a local war among Germany, Austria-Hungary, Serbia and Russia. Instead it became a world war which killed 13.5 million people. It was caused by the train schedules of the Germany army.

Today, the armed forces have plans as detailed and complicated as those in 1914. They involve nuclear weapons, as well as trains. And the generals may find they can no more ignore the plans they have made than could their ancestors.

③

EPILOGUE

Anne's diary ends here. On August 4, 1944, the Grüne Polizei made a raid on the "Secret Annexe." All the occupants, together with Kraler and Koophuis, were arrested and sent to German and Dutch concentration camps.

The "Secret Annexe" was plundered by the Gestapo. Among a pile of old books, magazines, and newspapers which were left lying on the floor, Miep and Elli found Anne's diary. Apart from a very few passages, which are of little interest to the reader, the original text has been printed.

Of all the occupants of the "Secret Annexe," Anne's father alone returned. Kraler and Koophuis, who withstood the hardships of the Dutch camp, were able to go home to their families.

In March 1945, two months before the liberation of Holland, Anne died in the concentration camp at Bergen-Belsen.

AFTERWORD

Anne Frank's diary is a work utterly complete in itself, and its eloquence requires no further comment. But the experiences Anne described become perhaps even more meaningful when seen in their immediate historical context. It is the purpose of this brief afterword to provide at least the outlines of that context and to bring Anne's own story to its conclusion.

I

The German Empire, which since the beginning of the twentieth century had been the strongest power in Europe, collapsed in 1918 as a result of its defeat in World War I. The Emperor, or Kaiser, fled to Holland and a group of democratic politicians in Berlin proclaimed the establishment of a German republic.

The leaders of the new republic sued for peace, and in April, 1919, sent a delegation to the Versailles Peace Conference. Contrary to their expectations, the German representatives were not permitted to help frame the Treaty of Versailles, by which peace was restored to Europe. Instead, the victorious Allies—among them Great Britain, France, Italy, and the United States—submitted the finished treaty to the German delegates who were told that if they did not sign, Germany would be invaded. The treaty placed upon Germany sole responsibility for the war. It stripped Gemany of its overseas colonies and of valuable territories in Europe. It virtually disarmed the once great military power, and it demanded that Germany pay the cost of all civilian damage caused by the war. The leaders of the German republic had no choice but to accept these terms.

Within Germany, the Treaty of Versailles was the subject of widespread indignation. Many Germans thought that their nation was no more responsible for causing the war than any other and that Germany had been unfairly singled out for blame. Nationalists spread the false belief that republican politicians had administered a "stab in the back" to the undefeated German army in November, 1918, and branded these politicians the "November criminals." To many Germans this theory proved a comforting rationalization for their country's defeat.

The new German government, which became known as the Weimar republic because its constitution was drawn up at Weimar, faced a number of serious problems. One of these problems was its identification with the unpopular Treaty of Versailles. Another was the fact that no political party was able to achieve a majority in the Reichstag, or parliament, so that the government was always a combination of several parties.

Opposition to the republic came from many quarters. Middle class Germans who had lost everything in the inflation of the early 1920's blamed the republican government for their distress. Unemployed workers, impatient with the conservative republic, looked for solutions to their problems in radical movements of both the left and right. Industrialists, landowners, and army officers longed to replace the republic with a regime more in keeping with the autocratic and militaristic traditions of the old empire.

Although there were also many in Germany who hoped that the experiment in democratic government would succeed, the years immediately following the war saw the establishment of a number of political parties dedicated to the destruction of the republic and the reversal of the Treaty of Versailles. One of these was the National Socialist German Workers—or Nazi—Party. Like other extremist groups, the Nazis appealed to all sorts of discontented people—to demobilized soldiers and youthful idealists, to unemployed workingmen hostile to "the interests", and to businessmen and property owners fearful of a Communist revolution, to cranks and criminals and outcasts of every kind. The Nazi program combined the strong appeals of nationalism and socialism. It promised to restore Germany's power through the establishment of a totalitarian state; it also promised to redistribute the national wealth and to provide jobs for everyone.

The man who became leader, or Führer, of the Nazi party in 1921 was an Austrian-born former house painter named Adolf Hitler. Shrewd, fanatical, never hesitating to use lies or brute force to achieve his ends, Hitler had the ability to rouse an audience to hysterical enthusiasm. Hitler and the Nazis blamed the decline in Germany's power on Jews and radicals and preached the supremacy of the so-called German or Aryan race. The Germans, Hitler declared, were the "master race," creators of all civilization, and fitted by nature to rule the world. To provide ample living space for this race, Hitler planned to expand Germany's frontiers in the east, carving out a great empire in Poland and Russia at the expense of the Slavic inhabitants of those lands. The Slavs, he said, were a subhuman people fit only to be slaves. In Hitler's New Order, they would either serve the "master race" or be exterminated.

During the 1920s the Nazis were prominent only in the southern German state of Bavaria. In the increasingly prosperous years between 1924 and 1929 most Germans regarded them as ruffians and clowns of no great importance. But with the onset of the world-wide depression in 1929, ever greater numbers of Germans began to listen to Hitler. His simplifications of complex issues satisfied them. His promise of a glorious national future appealed to their pride. His willingness to assume total responsibility if given total power relieved them of the unaccustomed burdens of citizenship in a democracy. In the elections of 1930 and 1932, the Nazis became the largest party in the Reichstag.

Hitler's most violent racial attacks were directed against the Jews. Despite the many distinguished contributions Jews had made to German life over the centuries, Hitler's propaganda described them as an alien, inferior race. Not only were they non-Aryan, he said, but they were the originators of all those doctrines hostile to Nazi aims—Communism, pacifism, internationalism, Christianity. In were a constant source of ideological infection and a threat to German racial purity.

The racial theories Hitler adopted, like his nationalism, had deep roots in the German past and appealed strongly to many Germans. After 1930, the thousand-year-old Jewish community in Germany, numbering half a million people, watched the rapid rise of the Nazis with mixed disbelief and foreboding.

On January 30, 1933, the aged president of the republic, Field Marshal Paul von Hindenburg, appointed Hitler Chancellor of Germany. Hitler proceeded to bring the republic to an end and to establish in Germany a totalitarian regime. Shortly after becoming Chancellor, Hitler demanded that the Reichstag grant him emergency powers for four years. On March 23 the Reichstag gave in to his demands, and then dissolved itself. Thereafter Hitler ruled by decree. All political parties but the Nazis were outlawed. Churches, labor unions, youth organizations became organs of the state. Every medium of communication—radio, newspapers, motion pictures, books—was used to manipulate public opinion. The majority of Germans supported Hitler or acquiesced in his government, though many were disturbed by his methods. Those who did not support him were suppressed by Storm Troopers or by the dreaded secret police, the Gestapo. Midnight arrests, beatings and torture at the hands of the Gestapo, imprisonment without trial in concentration camps soon silenced most of Hitler's opponents, or drove them underground.

Hitler did not long delay putting into effect his anti-Jewish program. Jews were promptly dismissed from public office and the civil service. They were not allowed to teach in schools or universities or to work in journalism, radio, the movies, or the theater. Later they were barred from practicing law or medicine or engaging in business. Even private employment was increasingly denied them, so that many lost all means of livelihood. Both by law and by unofficial police terror, Jews were segregated from their Aryan neighbors. Jewish children could not attend school with Aryans. Jews were forbidden to marry or employ Aryans. Many stores and shops refused to serve Jews or hotels to accommodate them. Emigration, which had been relatively easy for Jews at first, was made increasingly difficult. Many of those who managed to escape from Germany in later years were compelled to leave all their possessions behind.

In September, 1939, Hitler launched in the east the war for which he had been preparing since soon after becoming Chancellor. Convinced at last that appeasement of the German dictator would lead only to further aggression, England and France declared war and prepared for the inevitable attack in the west. In eighteen days the German army, spearheaded by tanks and dive bombers, conquered Poland. In April, 1940, the Germans seized Denmark and invaded Norway. On May 10 Hitler struck in the west. Within a few days his armies had crushed neutral Holland and Belgium and were pouring into France. Unable to withstand the highly mobilized German assault, France surrendered on June 22. The British miraculously rescued their badly mauled expeditionary force from the beaches at Dunkirk and made preparations for the expected German invasion of England. Hitler was now master of most of Europe, and in June, 1941, after unsuccessfully attempting to bomb Britain into submission, Germany attacked the Soviet Union despite the non-aggression pact that Hitler had signed with Stalin in 1939.

Nazi-dominated Europe was a virtual slave empire. On farms and in factories, hungry populations toiled for their Nazi overlords. Thousands of men and women were taken to Germany as slave laborers. The Germans dealt ruthlessly with resistance. The shooting of a German soldier or policeman was avenged by the slaughter of hostages. Captured partisans were tortured and killed in Gestapo prisons. Listening to British broadcasts or possession of anti-German literature were made crimes punishable by imprisonment and death.

Everywhere in conquered Europe the German occupation forces vigorously implemented Hitler's racial policies.

For the "Jewish question", as he called it, Hitler adopted the "final solution"—extermination. Special SS (Elite Guard) units following in the wake of the German army in Russia killed hundreds of thousands of Jews. To deal with the Jews of occupied Europe, the Germans created an efficient apparatus that rounded up Jews and transported them to special extermination camps, many of them in Poland. There the prisoners were worked to exhaustion before being shot or gassed. To Treblinka, Belsec, Sibibor, Chelmo, but especially to Auschwitz, the long, slow trains began to move in 1941, carrying their wretched human freight to destruction. Before the Nazi nightmare had passed, an estimated six million Jews—men, women, and children—had been systematically murdered. Millions of non-Jews in Poland, Czechoslovakia, Russia, and elsewhere, most of them Slavs, were also victims of the Nazis.

II

Anne Frank was born on June 12, 1929 in the historic German city of Frankfurt. Frankfurt owed much of its commercial and cultural preeminence to its Jewish community, of which the Franks were members; the founders of the great Jewish banking family, the Rothschilds, had been natives of Frankfurt. Anne's father, Otto Frank, a respected businessman, could trace his family in the city's archives back to the seventeenth century. For Anne and her older sister Margot, the world of early childhood was a secure place inhabited by loving parents, relatives, and nurses.

Beyond the nursery, beyond the comfortable five-room flat on Ganghoferstrasse, the world was not so pleasant. Otto Frank did not wait for the full force of Nazi persecution to make itself felt. In the summer of 1933 the Franks left Frankfurt. Mrs. Frank with the two girls joined her mother in Aachen, near the Belgian border. Otto Frank went directly to Holland, where he established himself in a food products business. For centuries Holland had

WORLD WAR 11 - 1939 - 1945

Approximate Number of Persons Killed, Including Civilians

U.S.A.	433,000
Great Britain	334,000
U.S.S.R.	20,000,000
Poland	6,000,000
China	6-8,000,000
Japan	3,000,000
France	600,000
Italy	310,000
Yugoslavia	1,500,000
Germany	8,000,000
Canada	42,000

The Arms Control and Disarmament Agency (ACDA) of the U.S. State Department gives a value of 433.9 billion U.S. dollars for the World Military Expenditure (W.E.) in 1977. This number is so big that few people have any feeling for its size or degree of magnitude. Attempts to visualize this amount frequently fail because most people have no idea of the cost of building X number of schools or hospitals; people do have a sense of the size of one million dollars and when they are told that one thousand bills, each worth one thousand dollars, makes not only a million dollars but also a pile of bills some 7.5 inches high they have a measurement with which they are familiar. When they are told that 433.9 billion dollars would make a pile of thousand dollar bills some 51.4 miles high they are amazed and horrified at such a waste of money. When one suggests that the pile be laid horisontally beside a road which they can drive on at 60 miles per hour, but they cannot stop, they realize the frustrations that the homeless, the hungry and the illiterates must feel when they see the wealth of nations being used for military reasons.

WHOSE WORLD IS IT, ANYWAY?

THE BRANDT COMMISSION, 1980.

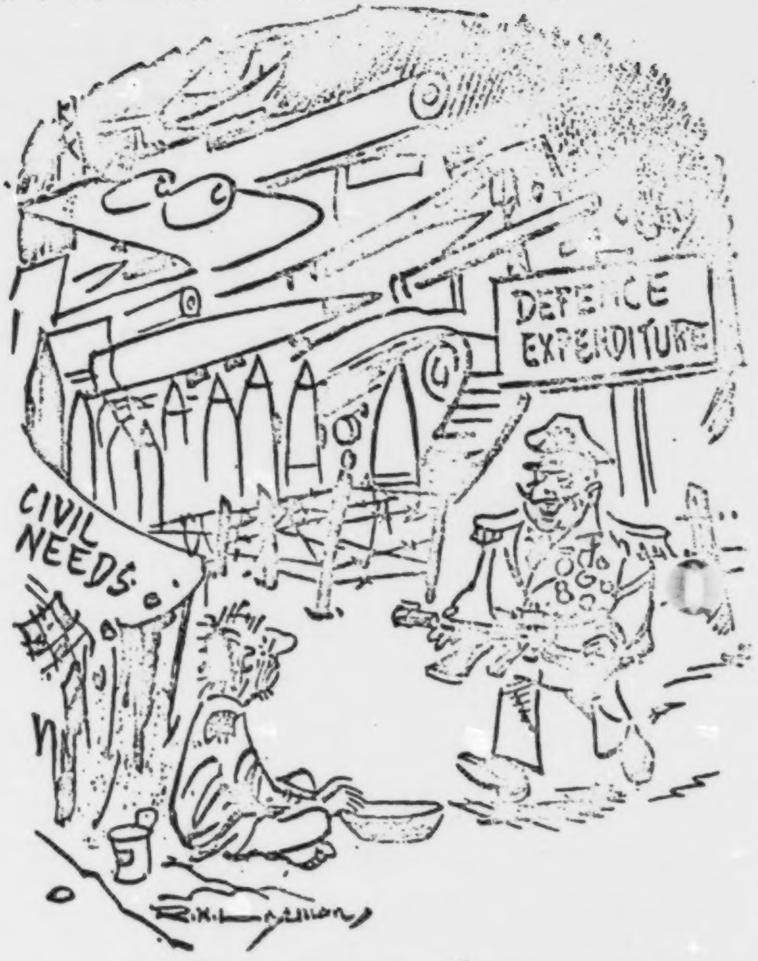
"The build-up of arms in large parts of the Third World itself causes growing instability and undermines development... More arms do not make mankind safer, only poorer.

UNICEF'S "STATE OF THE WORLD'S CHILDREN REPORT, 1982."

"Every 2 seconds a child paid the price of the world's indifference with its life."

($100 invested in clean water systems, health care and good nutrition, would have made the difference.)

The amount to be spent on one armed Trident Submarine would build 2000 fully-equipped 1000-bed hospitals.



NOT, "ALMS, ALMS!", MY DEAR MAN. IT'S, "ARMS, ARMS!"

R.K. Laxman, *The Times of India*, Bombay

WHO MAKES THE CHOICE ? Every year, one billion people are afflicted with malaria which causes great suffering, economic loss and often death. The WHO (World Health Organization) plan to control malaria is stalled for lack of the $450 million needed to carry out its 10 year program. This is the amount that the United States will spend on two B-1 Bombers.

FROM UNICEF COMMUNIQUE ⑦ _ SPRING 1982

1,000,000,000

About one thousand million children live in countries where UNICEF now works.

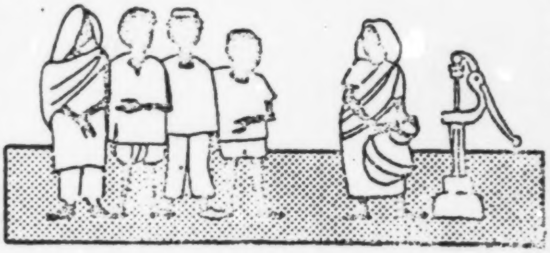
and where:–

One child in four suffers from malnutrition

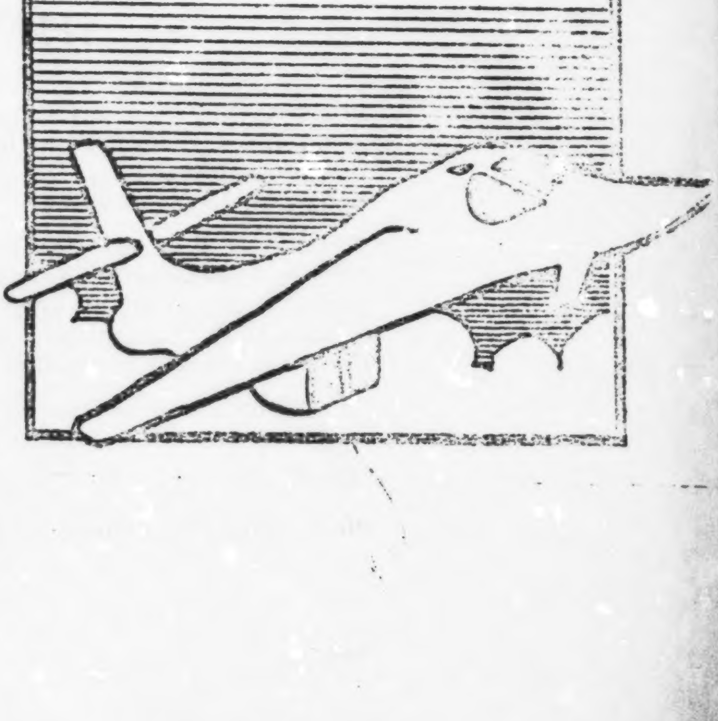
Four out of five children have no modern health care

Two out of five 6-11 year olds do not go to school

4 out of 5 children in rural areas do not have adequate water or sanitation.



The world's military spends the equivalent of UNICEF's annual budget every 4 hours



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FROM BULLETIN QUARTERLY OF THE UNITED NATIONS ASSOCIATION IN CANADA FEBRUARY 1982

INVEST IN PEACE

IT'S A LOT LESS COSTLY THAN WAR

YOUR SMALL CHANGE CAN MAKE A BIG CHANGE in the lives of the hungry, the sick, the illiterate and the suffering. Just your spare pennies each day for one year could add up to millions of dollars for peace projects.

PENNIES FOR PEACE donations are distributed by the United Nations Association in Canada to selected development and relief projects sponsored by agencies such as UNICEF, the United Nations High Commissioner for Refugees, the Red Cross and the Canadian Hunger Foundation.

Pennies for Peace banks are available to all interested individuals as well as to service clubs, schools and church groups.

Please send me a Pennies for Peace bank so I can invest in peace!

Name ____________________

Address ____________________

____________________ Postal Code __________

Please mail coupon to: Pennies for Peace, c/o United Nations Association in Canada, 63 Sparks Street, Suite 808, Ottawa, Ontario K1P 5A6

All donations are acknowledged by an official receipt for income tax purposes

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WINDOWS OF OPPORTUNITY

Converting to Human Needs

The serious underlying problems of the world community call for corrective actions that are as "bold and sweeping" as Professor Kennan's proposal for immediate reduction of the nuclear weapons of the superpowers.

In at least one sense, the social challenge is the greater: it involves action by every nation; nuclear weapons—so far—by only a few. Yet all nations will be affected in both cases by what is achieved. A major new start in curbing the nuclear arms race, with the promise of further steps to follow, would ease tensions throughout the world, and stimulate a spirit of cooperative action so essential for solving the economic-social problems which all nations have in common. It would also free up substantial resources that are now put to economically unproductive and socially dangerous use.

At a conservative estimate, the immediate reduction by half of the nuclear arsenals of the superpowers would save $50 billion in 1982. These savings would rise in subsequent years as systems are dismantled, contracts for new weapons terminated, research and production facilities converted, and personnel retrained for civilian jobs. Proposed strategic programs in the US budget alone represent an estimated direct cost of $180 billion over 6 years. In addition, support costs —not to mention cost overruns—could easily double the projected amount. The Russians on their side would be racing ahead at least as fast.

Against the overwhelming needs of today, an extra $50 billion may seem almost inconsequential. Yet $50 billion spent in 1982 by the superpowers for purposes of invigorating the world's productive economy—including their own—and expanding the numbers of people able to contribute to it, could represent a dramatic new beginning, the opening of an age of enlightened development, hope, and peace. The few examples below are illustrative only. Once the windows are open, the possibilities are boundless.

Productivity gains have slowed or stopped in industrial countries. New and renewable sources of energy must be found. Agricultural yields and labor-intensive, light-capital industry fostered. An internationalized program of research and technical exchange could yield for civilians technological miracles comparable to those achieved in weapons and space.

Military R & D transfered to civilian needs ..... $10 billion

One out of ten individuals is handicapped by blindness, other physical disabilities, or mental impairment. The numbers increase by some 15 million each year, victims of war, accidents, malnutrition, and diseases. Vocational rehabilitation programs, some already developed by ILO, can assist the disabled to learn skills and become productive citizens.

Vocational training of disabled persons .... $2 billion

Unsafe water is a factor in 80 percent of all infectious diseases. Over half the population of the Third World lacks an adequate supply of safe water; even larger numbers are without sanitation facilities. Water taps and sewage systems could halve the incidence of diseases like typhoid, dysentery, cholera, and schistosomiasis.

Safe water for all within the decade .... $7 billion

Hunger is the enemy faced daily by hundreds of millions of people throughout the world. Children are the major victims. Those who survive malnutrition in early life are mentally and physically handicapped. Direct action to meet current food needs must be combined with long-term development programs to combat poverty and develop food-growing areas.

Direct food aid for the hungry .... $4 billion

Subsistence agriculture, the major employer of the labor force in much of the Third World, is also the prime key to eliminating food shortages. Assistance must start at local levels, with acreage sufficient to support a family. Irrigation, pest control, fertilizers, are among essentials for increased productivity.

Assistance to small farm holdings .... $6 billion

Like adequate nutrition, universal primary education is a basic social goal which has not yet been reached. In developing countries, 130 million children are not yet attending school, 800 million adults cannot read or write. For girls and women, educational opportunities are poorest and need the most aid.

Primary schools and teacher training .... $5 billion

The accumulation of nuclear wastes is steadily increasing and has already had dangerous effects on lives, soil, and water. In the US alone, an estimated 100 million cubic feet of waste have already accumulated, most of it from weapons production. Some of this waste is dangerous for thousands of years. No method of safe disposal has yet been found.

Global effort on nuclear waste disposal .... $1 billion

The earth's forests are shrinking at an alarming rate, the result of rapid population increases in regions dependent on wood for fuel, urban spread, and commercial needs. Disappearing forests represent a fuel crisis for developing nations. They also have worldwide ecological impact, affecting animal and plant life, future progress in agriculture, even climate.

A five-fold increase in tree planting .... $2 billion

The costs of air pollution in the industrialized world are estimated at several times the costs of environmental programs to cure it. Pollutants in the air are responsible for an increasing number of cancer deaths, heart disease, asthma, and other respiratory illness. Besides health, pollution affects water sources, soil, structures. With growing industrialization, it has become a problem in developing countries as well.

A worldwide clean-air program .... $5 billion

Six diseases, measles, poliomyetitis, tuberculosis, diptheria, whooping cough, and tetanus, are child killers. WHO estimates that every minute 10 children may die as a result of these diseases. Although vaccines have existed for decades, only 10 percent of the 80 million children born yearly in the developing world are immunized. The cost of immunization is $3 per child.

To speed vaccine protection for all children ...... $1 billion

The pace of population growth threatens the solution of such severe social problems as malnutrition, unemployment, urban overcrowding. The demand for family planning assistance exceeds present resources especially in the Third World, where the birth rate is twice that of industrial countries. Assistance does not yet reach the majority of the child-bearing ages.

Family planning, maternal health services .... $2 billion

Over 50 million young people enter the labor force every year. Lack of training in basic and technical skills blocks job opportunities for many of them. Unskilled young workers are a highly vulnerable—and socially volatile—group in a depressed labor market. Job training, apprenticeship programs, tax aid for small, labor-intensive businesses are among solutions to be tried.

To open job opportunities for young people ...... $5 billion

(10)

#81

SOME OF THE WELL-KNOWN SAYINGS OF MAHATMA GANDHI

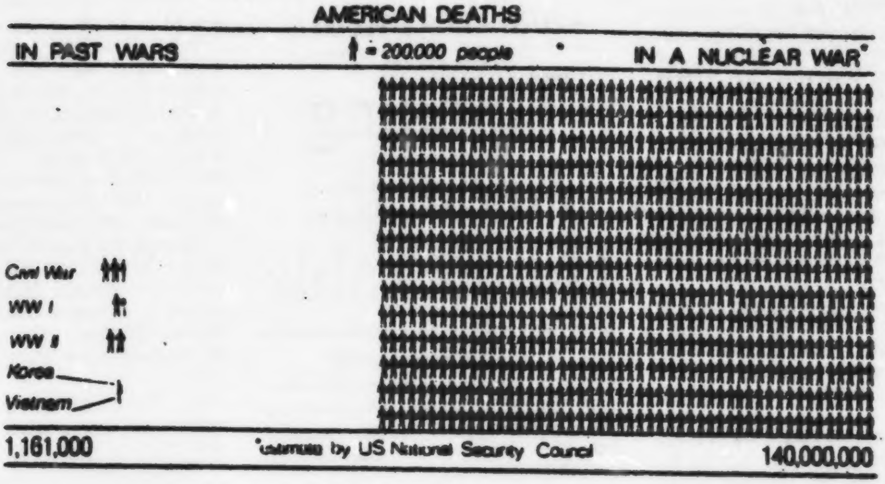
Collected by Sushila Agarwal
Dept. of Psychology,
Avadh Girls Degree College, Lucknow, India

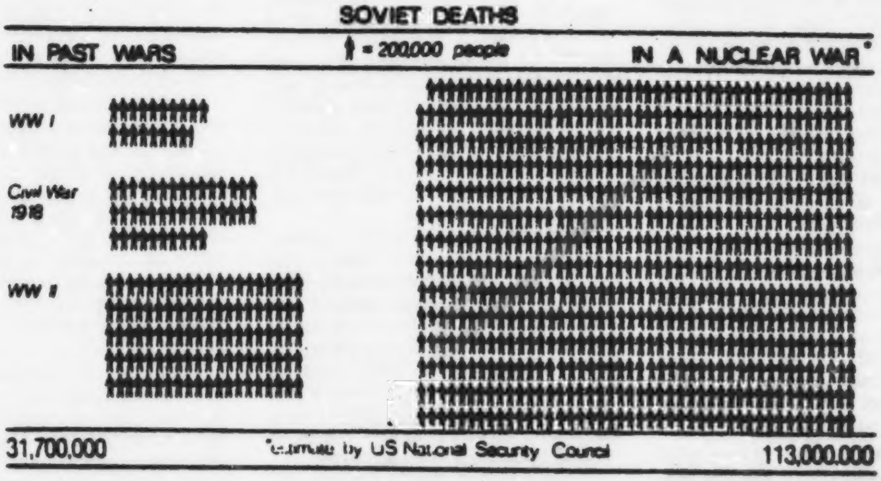
- Any economic order is untrue unless based on moral values.
- Service without humility is selfishness and egoism.
- Service of the poor is the best way of God's worship.
- No nation or government can survive without morality.
- Economic equality is the master key to nonviolent independence.
- The reign of righteousness is sovereignty of the people based on pure moral authority.
- I believe in the oneness of all religions.
- Exclusive provincialism is a curse in any society.
- What is really needed to make democracy function is not knowledge of facts but right education.
- The golden rule of conduct is mutual tolerance.
- A nonviolent system of government is an impossibility so long as the wide gulf between the rich and the starving millions exist.
- If the end is wrong then even the best means would be a failure.
- Classless society is not merely our ideal, but we have to achieve it.

(Editor's Note: These sayings of Gandhi are part of a *Scale of Nonviolent Ideology* which is being developed by Sushila Agarwal. A complete copy of the scale may be obtained from the author).

Nuclear War Would Cause Unprecedented Deaths

The immediate costs in lives and property are incalculable. Whereas few U.S. civilians have been killed in recent wars, most U.S. casualties in a nuclear war would be civilians. For the first time, an international war would devastate the U.S. homeland.





"When it comes to strategic thermonuclear war, I don't think there is such a thing as No. 1 or No. 2. In exchanging strategic nuclear weapons, the damage to both participants would be so great that there is no winner, and therefore no such thing as No. 1 and No. 2." 1978.

Harold Brown, former Secretary of Defense

"In my view no one will win a thermonuclear war." 1978.

Nuclear War Would Be A WAR WITHOUT WINNERS

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ABROAD AT HOME

Thinking About the Unthinkable

By Anthony Lewis

WASHINGTON, Feb. 13 — George Bush was drawn from his rather sheltered position as a candidate last month in an interview by Robert Scheer of The Los Angeles Times. It was a revealing interview in general, but particularly in these exchanges:

Question. Don't we reach a point with these strategic weapons where we can wipe each other out so many times that it really doesn't matter whether we're 10 percent or 2 percent lower or higher?

Answer. Yes, if you believe there is no such thing as a winner in a nuclear exchange, that argument makes a little sense. I don't believe that.

Q. How do you win in a nuclear exchange?

A. You have a survivability of command in control, survivability of industrial potential, protection of a percentage of your citizens, and you have a capability that inflicts more damage on the opposition than it can inflict upon you. That's the way you can have a winner, and the Soviets' planning is based on the ugly concept of a winner in a nuclear exchange.

Q. Do you mean like 5 percent would survive? Two percent?

A. More than that — if everybody fired everything he had, you'd have more than that survive.

Bush's comments were a dramatic example of a phenomenon that has developed in this country in the weeks since the Soviet occupation of Afghanistan. As part of a general surge of hawkishness, of strident talk about war, there is a new tendency to talk in a matter-of-fact way about the use of nuclear weapons.

It is apparently necessary to remind people what nuclear war would mean, not in the abstractions of politics but in human reality. Exactly that was done a few days ago in Cambridge, Mass., at an extraordinary two-day symposium on the medical consequences of nuclear weapons. The symposium was organized by Physicians for Social Responsibility and sponsored by the Harvard and Tufts medical schools. There was a large, heavily scientific audience.

Dr. Howard H. Hiatt, dean of the Harvard School of Public Health, spoke in measured medical terms about the effects of a single nuclear weapon on the Boston area. He drew on a respected study published in 1962 by the New England Journal of Medicine. It assumed a bomb equivalent to 20 million tons of TNT — a thousand times as powerful as the Hiroshima atom bomb but by no means the largest now in the armories.

That one weapon would destroy everything within four miles. The bomb crater itself would be half a mile in diameter and several hundred feet deep. Beyond the four-mile radius of total destruction a pressure wave, followed by winds over 1,000 miles an hour, would build an enormous fire storm. Forty miles away, people looking in the direction of the explosion would be blinded by retinal burns.

Of the 3 million people living in the Boston metropolitan area, 2.2 million would be killed at once by the blast or fire storm. Of the survivors, Dr. Hiatt said, many "are badly burned, blinded and otherwise seriously wounded. Many are disoriented. These are the short-term effects; the problem of radiation sickness will grow."

Most of Boston's great hospitals would have been destroyed. Of the 6,500 doctors in the area, almost 5,000 would be dead and only 900 in physical condition to work. If doctors spent an average of 15 minutes with each injured person and worked 16 hours a day, it would take about three weeks for each casualty to be seen once.

"One of the most serious post-attack public health problems," Dr. Hiatt said, "is disposal of the dead. The presence of more than 2.2 million bodies will pose a continuing and serious hazard to the health of the survivors."

Dr. Hiatt said all this in a quiet voice, and the audience listened in dead silence. Then he said:

"The preparation of these remarks was for me a stressful experience. What purpose, I wondered initially, to describe such almost unthinkable conditions. But the conditions are not unthinkable. Rather, they are infrequently thought about."

Americans have reason for concern about the Soviet occupation of Afghanistan, and reason to act against the potential threat to the Persian Gulf. But the action should be related to the threat. Demonstrations of a commitment in the Gulf, refusals to carry on business as usual with the Soviets and, most important, action to reduce our dependence on oil from the region: These are the kinds of steps that make sense.

What does not make sense — what will indeed drain our economic and psychological strength — is undifferentiated militarism. Nor do I believe that the American public will write a blank check. The United States response to Afghanistan will be effective, and convincing, the better it meets the test of relevance in public scrutiny. Hysteria is not effective. And least justifiable of all is easy talk about "survivability" in a nuclear war.

New York Times, February 14, 1980

No. 418

It's a sin to build a nuclear weapon

FATHER RICHARD T. McSORLEY, S.J.

Does God approve of our intent to use nuclear weapons?

No, I don't believe so. Moreover, I do not believe God approves of even the possession of nuclear weapons.

The danger of world suicide through nuclear war "compels us to undertake an evaluation of war with an entirely new attitude," Vatican II said. Einstein puts it this way: "When we released the energy from the atom everything changed except our way of thinking. Because of that we drift towards unparalleled disaster." Something of what Einstein means is this: we still look upon war as a conflict between two armies. The armies try to break through each other's front line to reach the civilian population. When they do, the suffering is so great that the war is ended. However, war with nuclear weapons will reach the civilian immediately. Nuclear missiles take only 24 minutes to travel between Moscow and Washington. Both the speed and total penetrability are so different from war in the past that the word "war" should not be used. Something like "mutual suicide," "Doomsday," or "Apocalypse" would be more accurate.

What can a nuclear weapon do? In his book, *Nuclear Disaster*, Dr. Tom Stonier of Manhattan College, describes what would happen if a 20-megaton nuclear weapon was detonated in the center of New York City:

- The first result would be death. Ten times as many deaths as all the battle deaths that occurred in all the wars of American History—from the Revolution up to and including the 55,000 battle deaths in the Vietnam War. Seven million people would die from blast, firestorm, and radiation. The blast would cover a radius of ten miles. It would dig a crater 650 feet deep and a mile and a half across even if it was dropped in solid rock. All living things, even in the subways, would die. Trucks and automobiles would be hurled about like giant molotov cocktails spewing gasoline and fire. Most of the victims would be killed by falling buildings.
- As the shock front moved out to its ten-mile radius, the huge vacuum at its center would begin to draw the winds back at speeds up to 125 miles per hour. A house or tree caught in this double pressure would be blasted from both sides.
- Above the blast a ball of fire would form. This fireball, four miles wide, would swiftly rise to a height of about 20,000 feet. At its center the heat would be eight times hotter than the sun, its heat so intense that the unexposed human body 40 miles away would receive second degree burns. Two hundred and fifty miles away, as far as Washington, many people would suffer severe eye damage.
- Within a 39 mile radius a sea of fire would roll and boil fanned by the winds of the shock wave. Asphalt, which we do not generally consider combustible, would pass its combustion point of 800 degrees and burn.
- From the huge cavern dug by the blast, vaporized material pulled up into the air by the fireball would form a radioactive cloud of death. This cloud would blow with the wind over Connecticut towards Hyannisport and out to the ocean. The cigar shaped cloud would grow until it covered an area of 4800 square miles. At the center the radiation intensity would be measured at about 2300 roentgen units. One roentgen unit is severe enough to damage a primate cell. Four hundred roentgen units are 50 percent lethal. The lethal capacity of this radiation would decrease as it got further from New York. What would a person need for protection from radiation? A shelter enclosed on all sides by two feet of concrete or three feet of earth with its own oxygen, food, and water supply for at least 96 hours, perhaps 12 days. At the end of ten months there would still be a dosage of 100 roentgen units over most of the area.

This is not imaginary. It is carefully deduced from scales made through American testing and through measurements from Hiroshima and Nagasaki bombing.

How many bombs do we really need? If it were not sinful to make a nuclear weapon, how many could we get by with? Between 200 to 400 megatons delivered on an enemy would be enough to destroy the possible enemy as a viable society. Former Secretary of Defense Robert McNamara once argued this before Congress. No one has contested his figures. Delivery of 200 to 400 megatons would destroy 75 percent of the industrial capacity of the Soviet Union or any other collection of enemies.

The Soviet Union has roughly 200 cities with a population over 100,000. A bomb or two delivered on these cities would destroy them. McNamara's argument was that we don't need any more than 200 to 400 weapons delivered on target. He was trying to show the Congress and the country that beyond that amount we are not dealing with deterrence but overkill.

How many nuclear weapons do we have in our stockpile today? We have 30,000 nuclear weapons—8000 large (strategic) weapons and 22,000 smaller (tactical) weapons. We are making one new nuclear weapon every eight hours. We have enough weapons in our arsenal to deliver over 615,000 Hiroshima bombs. We can destroy every Soviet city of 100,000 or more 45 times over. The Soviet Union can destroy every American city of 100,000 or more 13 times over.

Can the use of these weapons be reconciled with the Gospel? Can even their existence be reconciled with the command "Love your enemies"? The United States policy is that we will retaliate with massive nuclear destruction if we are attacked. This is the very heart of our nuclear deterrence policy. This is what we mean by deterrence. Is there any way that the Christian conscience can accept this policy of nuclear deterrence?

There are only two ways in which Christians have tried to reconcile war with the Gospel. One is the way practiced by the Christians in the first three centuries. During the first three centuries Christians considered joining the army incompatible with the following of Christ. The other is the just/unjust war theory of St. Augustine of the fourth century. This theory holds among other conditions that in any war there be a proportionality between the evil done and the good to be hoped for, and that there be no direct killing of the innocent. Have we in the nuclear age reached the point where we finally must say that war is incompatible with the Christian conscience? Can we imagine Jesus pushing the button that would release nuclear weapons on millions of people? Vatican II says that military personnel who refuse orders of this kind are worthy of the highest commendation. Vatican II calls the arms race a trap in which humanity is caught. Vatican II points out that the massive outlay of money for the weapons of death insures the hunger and deprivation of the masses of poor of the world. Vatican II condemns the use of weapons that destroy whole areas with all their people. Nuclear weapons will do all these things.

Can we go along with the intent to use nuclear weapons? What it is wrong to do, it is wrong to intend to do. If it is wrong for me to kill you, it is wrong for me to plan to do it. If I get my gun and go to your house to retaliate for a wrong done me, then find there are police guarding your house, I have already committed murder in my heart. I have intended it. Likewise, if I intend to use nuclear weapons in massive retaliation, I have already committed massive murder in my heart.

The taproot of violence in our society today is our intent to use nuclear weapons. Once we have agreed to that all other evil is minor in comparison. Until we squarely face the question of our consent to use nuclear weapons, any hope of large scale improvement of public morality is doomed to failure. Even the possession of weapons which cannot be morally used is wrong. They are a threat to peace and might even be the cause of nuclear war. The nuclear weapons of Communists may destroy our bodies. But our intent to use nuclear weapons destroys our souls. Our possession of them is a proximate occasion of sin.

Technology in the nuclear age teaches us what we should have learned from our faith. As John Kennedy said at the United Nations in 1962: "Because of the nuclear sword of Damocles that hangs over us, we must cooperate together on this planet, or perish together in its flames through the weapons of our own hands."

END

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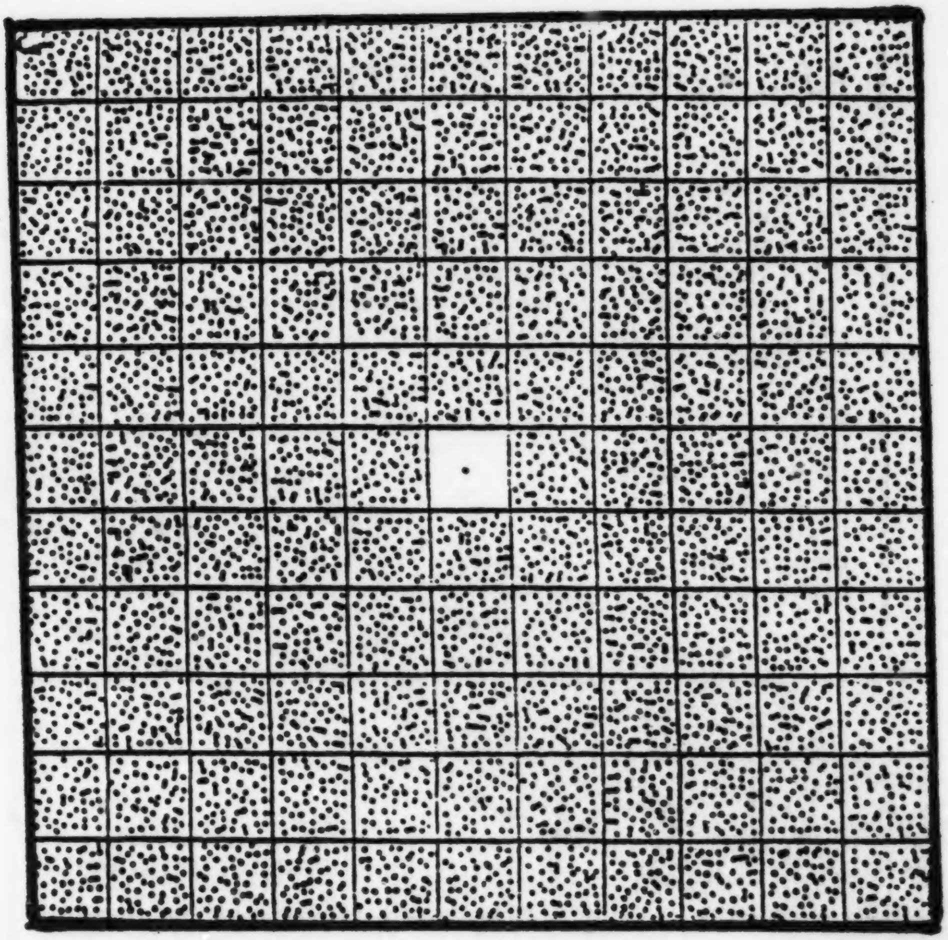
We all play this ⑭ game every day! What is it?

486



IT'S NUCLEAR BRINKMANSHIP!

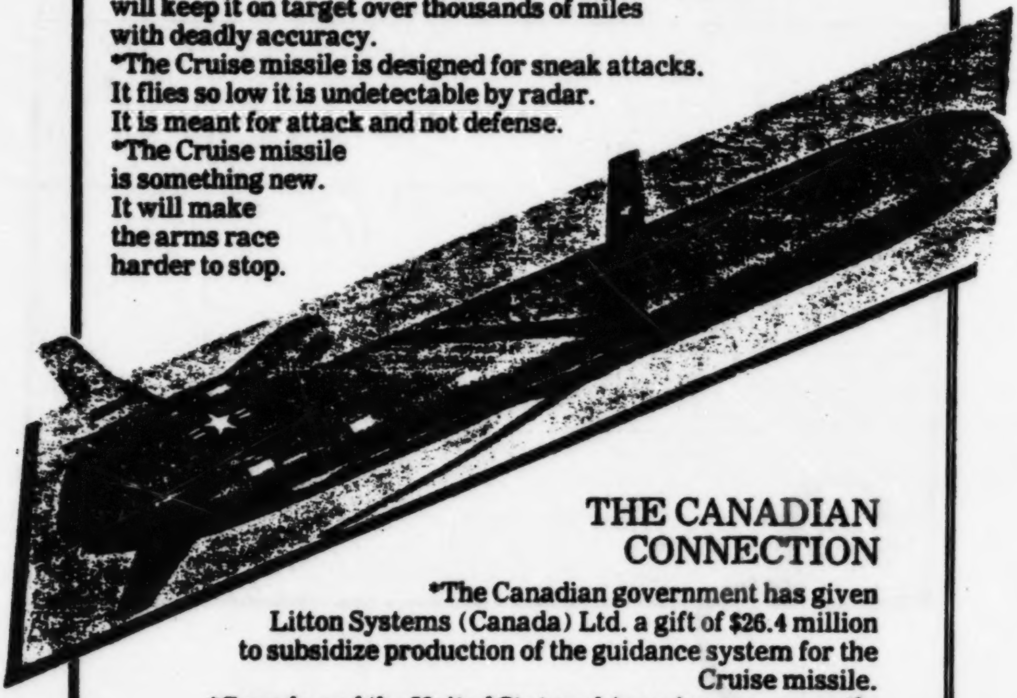
- The dot in the centre square represents all the firepower of World War II.
- The other dots represent the number of World War II equivalents that now exist in nuclear weapons alone. About half belong to the Soviet Union and half to the United States.

Place a dime on the chart. Those dots covered by the dime represent enough firepower to destroy all the large and medium-sized cities in the world. Why do they keep insisting that we need more?

ISN'T IT TIME TO STOP PLAYING THE GAME?

ALL ABOUT THE CRUISE MISSILE

*The Cruise missile is small enough to fit in your garage.
Yet, it is deadly enough to kill 15 times as many people
as the atomic bomb dropped on Hiroshima, Japan.
*The Cruise missile doesn't need a pilot.
Yet, its Canadian-built, computerized guidance system
will keep it on target over thousands of miles
with deadly accuracy.
*The Cruise missile is designed for sneak attacks.
It flies so low it is undetectable by radar.
It is meant for attack and not defense.
*The Cruise missile
is something new.
It will make
the arms race
harder to stop.



THE CANADIAN CONNECTION

*The Canadian government has given Litton Systems (Canada) Ltd. a gift of $26.4 million to subsidize production of the guidance system for the Cruise missile.

*Canada and the United States of America are currently negotiating an agreement to permit the U.S. to test its Cruise missile at the Primrose Lake Air Weapons Range just north of Cold Lake, Alberta. Flight paths will cross northern Alberta and Saskatchewan.

*The testing of the Cruise in Canada is a direct contradiction of Prime Minster Pierre Trudeau's own proposed "strategy of suffocation" which calls for the banning of all flight-testing of strategic delivery vehicles.

(16)

4/88

opinion...

Green & White
Spring. 1981

Megadeath War: the Last Epidemic

by Ian Carr

Recent talk about winning or even surviving a nuclear war reflects widespread failure to appreciate a medical reality. Any nuclear war would inevitably cause death, disease, and suffering of horrific proportions. Medical intervention would be totally ineffective; prevention is the only hope.

Contrary to widespread belief, we know much about the catastrophe of nuclear war and about the ineffectiveness of possible medical care of its victims. We say so little about the catastrophe because it is so horrible to contemplate, and about care because we would be so helpless.

Perhaps if the medical community breaks silence on this issue, it might help to interrupt the nuclear arms race.

We have lived with the bomb for 30 years, but recently something has changed. The risk has increased; the war planners now regard thermonuclear war, "megadeath" war, as a risk to be accepted and a contingency to be survived, not a catastrophe to be avoided at all cost. This is a significant change in outlook from the policy of "mutual assured destruction" (M.A.D.), which held that strategic arsenals are a deterrent, and that their use is unthinkable.

No one who understands megadeath war could contemplate it as a solution to any human political problem. Recently physicians in the United States and the United Kingdom have warned of the immense death toll that would result from a nuclear war, and even retired generals are leading disarmament movements.

20 - 30.000,000 F

An advertisement signed by 700 physicians in the New York Times (March 2, 1980) warns us of the effect of *one single* 20 megaton bomb exploded at ground level on an American city. The fireball would be one and a half miles in diameter and have a temperature of 20 - 30 million degrees Fahrenheit, vaporizing everything. At six miles from the explosion centre a silent heat flash moving at the speed of light would kill everyone and melt glass. Supersonic shock waves and wind would flatten buildings.

To 10 miles there would be 50 per cent dead and 40 per cent injured; and to 20 miles, 50 per cent dead or injured by direct heat and blast. Random spontaneous fires from gas lines and oil storage tanks would coalesce into a 1,000-square-mile firestorm. Immediate deaths would be between one and two million people, and survivors up to a hundred miles down-wind could receive a lethal dose of radiation. Sublethal doses would produce fetal malformation, cancer, and persistent genetic damage.

That's one bomb. Mankind already has more than 30,000 nuclear bombs of various sizes, and the number is increasing. Planners now talk of a nuclear war in terms of the number of megatons involved, and a common (but modest) figure is the 10,000 megaton war — the explosive equivalent of ten billion tons of TNT.

In an all-out nuclear attack on the U.S.A. 150 million people would die, according to one U.S. government estimate. Food, air, and water would be contaminated. Survivors would die of thirst and starvation, radiation sickness, and uncontrolled infection. The widespread destruction of hospitals and health personnel would make health care rudimentary.

In the U.K., where it is expected that more than 40 million people would die as a result of a nuclear attack, recent Health Service "plans" for survival include widespread shooting of the sick and injured.

A ruined world

Similar events would occur in Eastern Europe. The aftermath would be a ruined world. It is likely that 600 million people would die in the early days of a megadeath war and that almost as many would die of delayed effects, or of starvation and other results of social disruption. A guess may be hazarded that the toll world-wide would reach one thousand million (one billion) dead.

But the nightmare goes beyond the number dead. The U.S. National Academy of Sciences suggests that it is likely there would be massive fall-out of strontium-90 and other radioactive substances in the northern hemisphere, that dust and nitrogen oxide injection into the atmosphere would modify the climate, perhaps severely, probably in the direction of cold.

For years to come there would be significant contamination of food crops. There would be as much as a 10 per cent increase in death from cancer, and an increase in genetic disease (congenital abnormalities). The complex effects of even minor climatic change, and severe disruption of the mechanics of civilization in North America, the world's bread basket, would lead to world-wide famine in a world already short of food.

These are the likely effects of thermonuclear war — one horseman of the Apocalypse. To these can be added the effects of biological warfare (bubonic plague, for example, in a bombed city), and the effects of chemical warfare — the binary nerve gasses are being made once more. The horror of the men who coughed to death on the Somme is now much more refined. The fourth horseman is the collapse of human organization, of the infrastructure o civilization.

In all of this it should be noted that we are not here raising the question of industrial use of nuclear energy. That is a completely different issue.

More than 25 per cent

The cost of the arms race now approximates $500 billion dollars; the NATO countries and the Warsaw Pact countries spend about the same and make up 75 per cent of this. The arms race uses more than 25 per cent of the world's scientists and major quantities of nonrenewable resources.

There are half a billion people on our planet severely malnourished and greater numbers short of health care or education. Half a million dollars buys one tank or equips 500 classrooms. 20 million dollars buys one jet fighter or 40,000 village pharmacies. 100 million dollars buys one destroyer or an electrification project for nine million people. It might all be justified if i bought safety. It buys megadeaths.

The arms race goes on because the two sides cannot break the lock, because the military-industrial complex profits, and because our species has not learned to control aggression. On top of this we have to recognize the increasing danger of war by technical accident.

If we don't want megadeath war, perhaps it is not too late to stop it — but we have little time; we must learn fast. If we don't solve this problem, the others won't matter. A world-wide halt to the arms race is the only hope we have of avoiding what otherwise will be the last epidemic our civilization will know.

Dr. Carr is a professor of pathology at the University of Saskatchewan.

⑰ 4/90

WHY STUDY THE FUTURE?

Recently I attended a one week workshop in the United States on Educational Futures and Trends: the 80's and Beyond, and in a series of brief reports would like to share with you some of the more important ideas that were presented and add a few thoughts of my own.

Many people are so caught up in today that they are unable to consider or comprehend tomorrow. How does one deal with tomorrow? Why should one pay attention to it? As with other developments in education and such concepts as flexible scheduling, cognitive domain, team teaching, and differentiated staffing, we seem to be at this time hearing much about "futures study". I am thinking that we should not dismiss this development and provide opportunities for children to consider implications for futures in their daily learning activities, give consideration to it in curriculum planning and in the recommendations by the Superintendent's Advisory Committees.

Educators may have a greater responsibility to meet future challenges than many other people in our society. After all our students of today will be leaders in Year 2000. There are two special reasons for educators to anticipate the future:

- *We need to educate our clientele in ways that will be useful to them when they leave our schools. After all most of our lives is either in the past or in the future. The present is so fleeting. It is just momentary.*
- *We need to educate ourselves and our students so that society can be maintained or even improved.*

People who are gravely concerned about the present often feel a sense of despair and helplessness about the days ahead. Never mind the future, some seem to think; things aren't all that great right now. There "appear" to be more issues to discuss and conflicts to settle. When one studies history, one begins to feel that is it not necessarily so.

THE NATURE OF THE PROBLEM

Our society is complex, interdependent, and firmly attached to technology on a massive scale. Too often the events which affect our lives appear remote, impenetrable, and unyielding to human intervention. Sometimes it seems only acts of gods can rectify the tail-spin. But still, people in leadership are grappling with the problems. For example, groups of serious and intelligent people assemble to decide how to cope with economy. There are innumerable forces surging through the economy today, all of which point toward working conditions. The country faces the prospect of increased inflation, some form of depression, or some combination of both.

Even if the financial emergencies are solved, other global problems are waiting in the wings - the shortage of food supply, energy depletion, pollution damage to the environment, unexplained changes in weather patterns, approaching limits or arable land, shortages of fertilizer, exhaustion of mined resources and other crises which come under the general heading "limits of growth". These crises are part of the here and now; they are upon us with a conspicuity never before made known. We have at least two choices of action: ignore the situation; or begin a systematic study of the future and take action to direct our destiny.

The first alternative is unacceptable. In my opinion, the preference is to take a more calculated look at what has happened, what is happening and what might happen, and then on the basis of an analysis act with greater certainty.

People at all levels of life are concerned about the future. After all, there always was and will be a future. The study of the future, is not a science consisting of ready-made answers. Future study is the beginning of a science, helping people develop attitudes and abilities to function not as followers of culture change but as agents of grassroots change. One development which futurists might instigate is to have technology become subservient to cultural goals!

To be continued ...

M.J.K.

World food production is projected to increase from 90 percent over the 30 years from 1970 to 2000. This translates into a global per capita increase of less than 15 percent over the same period. The bulk of that increase goes to countries that already have relatively high per capita food consumption. Meanwhile per capita consumption in South Asia, the Middle East, and the less developed countires of Africa will scarcely improve or will actually decline below present inadequate levels. At the same time, real prices for food are expected to double.

Arable land will increase only 4 percent by 2000, so that most of the increased output of food will have to come from higher yields. Most of the elements that now contribute to higher yields - fertilizer, pesticides, power for irrigation, and fuel for machinery - depend heavily on oil and gas.

During the 1990's world oil production will approach geological estimates of maximum production capacity, even with rapidly increasing petroleum prices. The report projects that the richer industrialized nations will be able to command enough oil and other commercial energy supplies to meet rising demands through 1990. With the expected price increases, many less developed countries will have increasing difficulties meeting energy needs. For the one-quarter of humankind that depends primarily on wood for fuel, the outlook is bleak. Needs for fuelwood will exceed available supplies by about 25 percent before the turn of the century.

While the world's fuel resources - coal, oil, gas, oil shale, tar sands, and uranium - are theoretically sufficient for centuries, they are not evenly distributed; they pose difficult economic and environmental problems; and they vary greatly in their amenability to exploitation and use.

Nonfuel mineral resources generally appear sufficient to meet projected demands through 2000, but further discoveries and investments will be needed to maintain reserves. In addition, production costs will increase with energy prices and may make some nonfuel mineral resources uneconomic. The quarter of the world's population that inhabits industrial countries will continue to absorb three-fourths of the world's mineral production.

Regional water shortages will become more severe. In the 1970-2000 period population growth alone will cause requirements for water to double in nearly half the world. Still greater increases would be needed to improve standards of living. In many less developed countries, water supplies will become increasingly erratic by 2000 as a result of extensive deforestation. Development of new water supplies will become more costly virtually everywhere.

Significant losses of world forests will continue over the next 20 years as demand for forest products and fuelwood increases. Growing stocks of commercial-size timber are projected to decline 50 percent per capita. The world's forests are now disappearing at the rate of 18-20 million hectares a year (an area half the size of California), with most of the loss occurring in the forests of Africa, Asia, and South America. The projections indicate that by 2000 some 40 percent of the remaining forest cover in less developed countries will be gone.

Serious deterioration of agricultural soils will occur worldwide, due to erosion, loss of organic matter, desertification, salinization, alkalinization, and waterlogging.

Atmospheric concentrations of carbon dioxide and ozone-depleting chemicals are expected to increase at rates that could alter the world's climate and upper atmosphere significantly by 2050. Acid rain from increased combustion of fossil fuels (especially coal) threatens damage to lakes, soils, and crops. Radioactive and other hazardous materials present health and safety problems in increasing number of countries.

Extinctions of plant and animal species will increase dramatically. Hundreds of thousand of species - perhaps as many as 20 percent of all species on earth - will be irretrievably lost as their habitats vanish, especially in tropical forests.

M.J.K.

* *

Creative Playgrounds Grant Applications

'Any schools wishing to be considered for Creative Playground grants for 1981 should have the application to Mr. S.J. Warder, Assistant Superintendent of Facilities, by April 10, 1981'

G.W. Armstrong
Chairman
Creative Playground
Advisory Committee

* *

All children can learn when we know how to teach them.

M.J.K.

A set of 36 pictures portraying life in northern communities has been added to the Central Office Library Resource Centre Loan Collection. Produced in 1972 by the Department of Indian and Northern Affairs, they were designed to stimulate discussion. Together with the accompanying Teachers' Manual they provide an excellent resource for the development of experience charts at the primary level.

Year IV teachers will also find them to be an excellent resource for the unit Indian People of Saskatchewan.

Isla Dafoe
Program Consultant: Native Education
Saskatoon Board of Education

SASKATOON BOARD OF EDUCATION
Superintendent's Bulletin
DR. M. J. KINDRACHUK
Superintendent of Schools
VOLUME 4 NUMBER 34
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WHAT ARE THE TRENDS FOR THE FUTURE?

(continued from Volume 4 Number 31)

The President of the United States, in 1977, appointed a special commission to study the probable changes in the worlds' population, natural resources and environment through the end of the century. The report was intended to serve as the foundation for their long-term planning.

The report was briefly mentioned to us at the workshop entitled "Education Futures and Trends: The 80's and Beyond," that I attended in San Francisco before Christmas. The conclusions are disturbing. They indicate the potential for global problems of alarming proportions by the year 2000. Environmental, resource and population stresses are intensifying and will increasingly determine the quality of our life. They are alarming because the problems do not stop at national boundaries.

Major Findings and Conclusions are summarized below:

MAJOR FINDINGS

If present trends continue, the world in 2000 will be more crowded, more polluted, ss stable ecologically, and more vulnerable to disruption than the world we live in now. Serious stresses involving population, resources, and environment are clearly visible ahead. Despite greater material output, the world's people will be poorer in many ways than they are today.

For hundreds of millions of the desperately poor, the outlook for food and other necessities of life will be no better. For many it will be worse. Barring revolutionary advances in technology, life for most people on earth will be more precarious in 2000 than it is now - unless the nations of the world act decisively to alter current trends.

This, in essence, is the picture emerging from the Commission's projections of probably changes in the world population, resources, and environment by the end of the century. They do not predict what will occur. Rather, they depict conditions that are likely to develop if there are no changes in public policies, institutions, or rates of technological advance, and if there are no wars or other major disruptions. A keener awareness of the nature of the current trends, however, may induce changes that will alter these trends and the projected outcome.

Rapid growth in world population will hardly have altered by 2000. The world's population will grow from 4 billion in 1975 to 6.35 billion in 2000, an increase of more than 50 percent. The rate of growth will slow only marginally, from 1.8 percent a year to 1.7 percent. In terms of sheer numbers, population will be growing faster in 2000 than it is today, with 100 million people added each year compared with 75 million in 1975. Ninety percent of this growth will occur in the poorest countries.

While the economies of the less developed countries are expected to grow at faster rates than those of the industrialized nations, the gross national product per capita in most undeveloped countries remains low. The average gross national product per pita is projected to rise substantially in some countries, but in the great populous tions of South Asia it remains below $200 a year. The large existing gap between the rich and poor nations widens.

What Are The Trends For The Future
(continued from Volume 4 Number 34)

At present and projected growth rates, the world's population would reach 10 billion by 2030 and would approach 30 billion by the end of the twenty-first century. These levels correspond closely to estimate by the U.S. National Academy of Sciences of the maximum carrying capacity of the entire earth. The populations in sub-Saharan Africa and in the Himalayan hills of Asia have already exceeded the carrying capacity of the immediate area, triggering an erosion of the land's capacity to support life. The resulting poverty and ill health have further complicated efforts to reduce fertility. Unless this circle of interlinked problems is somehow broken, population growth in such areas will be slowed for reasons other than declining birth rates. Hunger and disease will claim more babies and young children, and more of those surviving will be mentally and physically handicapped by childhood malnutrition.

The problems of preserving the carrying capacity of the earth and sustaining the possibility of a quality life for the human beings that inhabit it are enormous and upon us. There is reason for hope. It must be emphasized that the projections are based on the assumption that policies regarding population stabilization, resource conservation, and environmental protection will remain essentially unchanged through the end of the century. In fact, policies are beginning to change. In some areas, forests are being replanted after cutting. Some nations are taking steps to reduce soil losses and desertification. Interest in energy conservation is growing, and large sums are being invested in exploring alternatives to petroleum dependence. Family planning is slowly becoming better understood. Water supplies are being improved and sewage treatment systems built. High-yield seeds are widely available and seed banks are being expanded. Some wildlands are being protected. Natural predators and selective pesticides are being substituted for destructive pesticides.

Encouraging as these developments are, they are far from adequate to meet the projected global challenges. Vigorous, determined new initiatives are needed if poverty and human suffering, environmental degradation, international tension and conflicts are to be prevented. There are no quick fixes. The solutions to the problems of population, resources, and environment are complex and long-term. These problems are inextricably linked to some of the most perplexing and persistent problems in the world - poverty, injustice, and social conflict. New and imaginative ideas - and a willingness to cooperate on them - are essential.

The needed changes go far beyond the capability and responsibility of any single nation. An ear of unprecedented cooperation and commitment is essential. There are opportunities - for Canada and United States - to provide leadership among nations. A high priority must be a thorough assessment of foreign and domestic policies relating to population, resources, and environment. North America, possessing the world's largest economy, can expect its policies to have a significant influence on global trends. An equally important priority for Canada and U.S.A. is to cooperate with other nations - particularly in the areas of trade, investment, and assistance - in seeking solutions to the many problems that extend beyong national boundaries. There are many unfulfilled opportunities to cooperate with other nations in efforts to relieve poverty and hunger, stabilize population, and enhance economic and environmental productivity. Further cooperation among nations is also needed to strengthen international mechanisms for protecting and utilizing the "global commons" - the oceans and atmosphere.

To meet the challenges described above we must improve our ability to identify emerging problems and assess alternative responses.

While limited resources may be a contributing factor in some instances, the primary problem is lack of coordination among nations. Prompt and vigorous changes in public policy around the world are needed to avoid or minimize these problems before they become unmanageable. Long lead times are required for effective action. If decisions are delayed until the problems become worse, options for effective action will be severely reduced.

Let us all think globally and act locally.

M.J.K.

PARABLE

Once upon a time there was a class of students and they disapproved of their teacher. He spent a lot of time talking about the problems of the world and about what people in other countries were thinking and doing and feeling. And when they criticized him he answered that he had had a dream. In it, he saw one of his students thirty years from today. And the student was angry! "Why," he said, "was I not better educated? Why was I taught so much about the past and about my own country and so little about the rest of the world? Why was I not warned about the problems we would face and my responsibility as a member of an independent human race?" And then, with even greater anger he shouted - "You helped me to extend my hands with incredible machines, my eyes with telescopes and microscopes, my ears with telephones and radios and sonar, my brain with computers, but you did not help me to extend my heart, my love, my concern to the entire human family. You, teacher, gave me half a loaf."

By Robt. Mueller

Global Interdependence Center
256 South 16th Street
Philadelphia, PA 19102

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THE NEED FOR GLOBAL EDUCATION

by

Robert Muller

Secretary
Economic and Social Council
United Nations

Issued by the
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In order to prepare our children properly for an interdependent world, we must discern among the agitations and headlines of the day those trends and tendencies which are fundamental to our time, and put aside whatever is accidental, secondary, ephemeral and anachronistic.

What strikes us most in recent years is that since World War II, mankind has entered a totally new era of history, perhaps even of evolution. During this period, man has advanced dramatically into the infinitely large and the infinitely small. More scientific progress has been achieved in the last thirty years than during the entire previous history of mankind. Instruments, linked by instant communication to our planet, have been sent farther and farther away into the universe. Humans have set foot on the moon and have returned safely to earth. Outer space is being used for unprecedented systems of worldwide communication and study of the earth's resources and physical conditions. More than a thousand satellites and space objects are circling around the earth. Transportation has expanded from land and sea to the atmosphere, with ever larger and faster planes. Man has reached with his tools the abyss of the seas. We have witnessed the harnessing of atomic energy, the birth of electronics, of cybernetics, of laser technology and the unlocking of many mysteries of the infinitely small. Microbiology has opened up new exhilarating and frightening vistas of scientific advance with the synthesis of genes. Never on this planet has there been such an intensity of research and discovery involving so many well-trained people and institutions in so many countries.

The industrial revolution and its recent scientific and technological acceleration have had far-reaching consequences for mankind. The first effect was an unprecedented improvement in man's living conditions on this planet. This improvement is spreading progressively to the entire world despite regrettable discrepancies and delays.

Length of life has increased, reaching more than 70 years in many affluent societies. Even in India, life expectancy has increased from 40 to 50 years in two decades. Great epidemics which plagued humanity not long ago have been wiped out. Many diseases are on the retreat. Gigantic efforts are being made to attack the remaining principal causes of early death. Thus humanity's death rate has been brought down from 17 per 1,000 in 1950-1955 to 12.8 per 1,000 in 1970-1975. The world is called upon to feed more than 1 million additional people a week. There are vastly more educated people today than there were 20 years ago: from 1950 to 1970, 625 million newcomers have been added to the world's literate population which reaches now a total of 1½ billion people. The goods placed at the command of man for his maintenance and enjoyment have reached phenomenal quantities in some societies. Thus, to sustain a person in the United States over an average life-span, 56 million gallons of water, 37,000 gallons of gasoline, 5½ tons of meat, 5½ tons of wheat, 9 tons of milk and cream are required. In the poorer parts of the world the level of consumption is only a fraction of such figures. But there, too, the amount of goods placed at the disposal of the individual is on the increase. The scientific and technical revolution which started 200 years ago has spread to most continents and it will encompass, in the not too distant future, our entire planet.

The second effect has been the advent of an entirely new period in world history, namely the era of mass phenomena due to the multiplication of human lives. Lower death rates, prolonged life expectancies, and better living conditions have brought about the well-known accelerated growth of the human species.

People on our planet have increased from 2.5 billion in 1951, when the UN published the first world-wide meaningful statistics, to 4 billion today. We will be more than 6 billion people in the year 2000 and a child being born today is likely to live in a world of 12 billion at the age of 60. It is as if that child were to witness the landing of several billion more people in this planet during his lifetime.

The statistics published by the United Nations and its specialized agencies show a doubling or tripling of most world aggregates during the past 20 years. World industrial production has tripled from 1950 to 1970. The volume of world exports has quadrupled. Agricultural production has increased 1.7 times. The phenomenal growth in the production of certain commodities can be illustrated by petroleum output which has increased five times, plastics which has increased fifteen times, aluminium five times, cement four times, crude steel 2.8 times, motor vehicles 2.7 times. There were only eleven cities of more than 1 million inhabitants in 1923; there are 160 today and it is estimated there will be 300 in the year 2000.

While the population increase is greatest in the poorer countries and the consumption explosion greatest in the developed ones, the industrial revolution will continue its inexorable advance and spread. Higher population figures will then be multiplied by higher consumption everywhere, yielding staggering results. This is the new world into which we have entered. These are the real causes of the various crises which have claimed the attention of people lately: pressures on the environment, on resources, the energy crisis, the food crisis, the urban crisis.

The third effect has been the advent of an intricate and extremely dense network of world-wide *interdependencies* among societies which until recently were living in relative isolation from each other. Beyond the natural interdependencies which have always characterized our planet (the water cycle, the oxygen cycle, the nitrogen cycle, and many other internal links of the biosphere), the world has suddenly been seized in a rapidly growing web of man-made interdependencies. Thousands of planes are constantly in the air, and at certain airports they sometimes wait in queues for the opening of an air-channel or for landing. Thousands of ships and trains are carrying huge quantities of goods from one country to another. Seaports cannot catch up with the increase in world trade, and ships must wait in line in many of them. International tourism, congresses, meetings, assistance and studies are mushrooming. Colossal transnational companies have a foot in many countries. They combine money, labor, resources and technologies across national boundaries on a world-wide scale, and take the globe as a single market. They are beginning to dwarf many nations, thus opening yet another page in the history of power.

These interdependencies have forced governments into new collective thinking and cooperative arrangements which would have been inconceivable only a few decades ago. The United Nations, as a result, has profoundly changed. The organization, strengthened by sixteen specialized agencies and fourteen special programmes, is today concerned with practically every global problem on earth. In the last few years several resounding world conferences were held by the UN: on outer-space, on the environment, on population, on the seas and oceans, on food, on employment, on human settlements, on world water and on desertification. Conferences on science and technology, world tourism, and climatic changes are scheduled. Through its world-wide data collection, studies and meetings—political, economic, social, scientific and cultural—the United Nations has become the greatest observatory and warning system of planet earth. Through international organizations, governments are making an honest effort at cooperation in many fields, although such cooperation would often warrant more heart, more effort and more generosity.

Under such dramatically changed circumstances which deeply affect our lives, there is an urgent need for more *global education.* This is very important for the future of mankind. How can our children go to school and learn so much detail about the past, the geography and the administration of their country and so little about the world, its global problems, its interdependencies, its future, and its international institutions? People are astonished by the sudden emergence of global crises. They wonder how environmental deterioration could have developed to the point where life may be endangered on this planet. They wonder why there is an energy crisis which had not been foreseen by their governments (but had been foreseen by the United Nations which convened, as early as 1961, the first world conference on new sources of energy). They ask themselves why bad crops in faraway countries should make the prices of the food on their tables shoot up and why there is a sudden world food shortage after so many years of agricultural surpluses (again nations had been warned of the danger by the UN's Food and Agriculture Organization). A child born today will be faced as an adult, almost daily, with problems of a global interdependent nature, be it peace, food, the quality of life, inflation, or scarcity of natural resources. He will be both an actor and a beneficiary or a victim in the total world fabric, and he may rightly ask: "Why was I not warned? Why was I not better educated? Why did my teachers not tell me about these problems and indicate my behaviour as a member of an interdependent human race?" It is, therefore, the duty and the self-enlightened interest of governments to educate their children properly about the type of world in which they are going to live. They must inform them of the action, the endeavors, and the recommendations of their international organizations. They must be prepared to assume responsibility for the consequences of their actions and help in the care of several billion more fellow humans on earth. Many governments have began to realize this. In 1974 they created a United Nations University located in Tokyo, with affiliates in many countries. Institutes for global education have sprung up, and the UN and UNESCO are convening meetings of educators to develop global curricula. In many countries, especially the United States, educators feel that this is one of the new trends in education.

The United Nations and its specialized agencies have a wealth of data and knowledge on every conceivable world problem. This source must be more systematically tapped by educators. Time is running short. Global events are moving fast. It would be more beneficial to teach children around the world to close their water faucets a few seconds earlier, and to conserve our resources, rather than to look for solutions through adoption of intricate legislation or to expect we can always drill new holes underground to obtain more water and other resources. The world will be in great trouble and it will not be able to solve its global problems if citizens are not taught about them right now and from their earliest youth. This is a great new challenge, a new historical dimension, and a thrilling objective for educators everywhere in the world.

Beyond the turmoil, the divisions and perplexities of our time, mankind is slowly but surely finding the ways, limits and new codes of behaviour which will encompass all races, nations and ideologies. It is the formulation of these new ethics which will be the great challenge for the new generation. It will concern not only man's material fate, but also his mental and spiritual lives. The fulfillment of man's earthly destiny, of his happiness during his short span of life, will in great degree depend on his comprehension of the total web of life, and his personal part and comportment in it. Former Secretary-General U Thant, a teacher, when discussing these problems with his friends and colleagues, always came back to his fundamental belief that education held the keys to the future, and that mental fulfillment was superior to material life, moral qualities superior to mental qualities, and spiritual fulfillment superior to mental life. I wish to quote here two statements, one from a rare speech he made on his religious beliefs in Toronto in 1966, the other from his farewell address to the United Nations staff in December 1971:

> "The law of love and compassion for all living creatures is again a doctrine to which we are all too ready to pay lip-service. However, if it is to become a reality, it requires a process of education, a veritable mental renaissance. Once it has become a reality, national as well as international, problems will fall into perspective and become easier to solve. Wars and conflicts, too, will then become a thing of the past, because wars begin in the minds of men, and in those minds love and compassion would have built the defences of peace."

* * *

> "I have certain priorities in regard to virtues and human values. An ideal man, or an ideal woman, is one who is endowed with four attributes, four qualities—physical qualities, intellectual qualities, moral qualities and spiritual qualities. Of course it is very rare to find a human being who is endowed with all these qualities but, as far as priorities are concerned, I would attach greater importance to intellectual qualities over physical qualities. I would attach still greater importance to moral qualities over intellectual qualities. It is far from my in-

tention to denigrate intellectualism, but I would attach greater importance to moral qualities or moral virtues over intellectual qualities or intellectual virtues—moral qualities like love, compassion, understanding, tolerance, the philosophy of 'live and let live', the ability to understand the other man's point of view, which are the key to all great religions. And above all I would attach the greatest importance to spiritual values, spiritual qualities. I deliberately avoid using the term 'religion'. I have in mind the spiritual virtues, faith in oneself, the purity of one's inner self which to me is the greatest virtue of all. With this approach, with this philosophy, with this concept alone, will we be able to fashion the kind of society we want, the kind of society which was envisaged by the founding fathers of the United Nations 26 years ago".

Yes, global education must transcend material and intellectual achievements and reach also into the moral and spiritual spheres. Man has been able to extend the power of his hands with incredible machines, of his eyes with telescopes and microscopes, of his ears with telephones, radio waves and sonars, of his brain with computers and automation. He must now also extend his heart, his sentiments, his love and his soul to the dimension of the entire human family and to our total beautiful planet circling in the universe. We must manage our globe so as to permit the billions of humans admitted to the miracle of life to live together in peace and harmony in better, more peaceful, more just and more beautiful conditions, fulfilling their lives physically, mentally, morally and spiritually as it has never been possible before in the entire evolution of mankind. Global education must prepare our children for the coming of an interdependent, safe, prosperous, friendly and happy world. The real, the great period of human fulfillment on planet earth is beginning only now.

Also by Robert Muller

MOST OF ALL, THEY TAUGHT ME HAPPINESS—New York: Doubleday and Co., Inc. 1978

Other Publications by the
Global Interdependence Center:

THE THIRD TRY AT WORLD ORDER—*U.S. Policy for an Interdependent World* by Harlan Cleveland. 195 pages, $3.95

INTERDEPENDENCE CURRICULUM AID—8 global study units for the secondary teacher. 112 pages, $3.00

RE-ESTABLISHING DISARMAMENT ON THE AMERICAN AGENDA by Charles C. Price

Appendix

Guidelines for the Determination of Objectives for Futures Education Programs

1.0 *Futures education should attempt to help students understand the concept of alternative futures.*

1.1 Students should be given opportunities to investigate a variety of alternative futures.

1.2 Students should be given opportunities to understand the differences among possible, probable, and preferable futures.

2.0 *Futures education should aid the student to understand the concept of change.*

2.1 Students should be aided to understand the various ways of anticipating, coping with, and adapting to change.

2.2 Students should be aided to understand the possible effects of changes on their personal goals and aspirations.

3.0 *Futures education should promote an understanding of the possible modifications in human behavior necessary for the future.*

3.1 Students should be aided to understand and appreciate the need for wider and more active involvement in public affairs.

3.2 Students should be aided to understand the need for more cooperative and socially responsible behavior in the future.

3.3 Students should be aided to understand the ways in which ordinary individuals can influence the course of future developments.

3.4 Students should be encouraged to become more creative and imaginative in dealing with future possibilities.

4.0 *Futures education should promote a holistic view of the natural and social worlds.*

4.1 Students should be aided to understand the concept of "spaceship earth" and the effects of human activities on the ecological system.

4.2 Students should be aided to understand the concept of human interdependence in a global society.

4.3 Students should be aided to understand the interdependencies of interacting "systems" such as the ecological system, the economic system, nation-state system, etc.

5.0 *Futures education should promote an understanding of important societal trends and their implications.*

5.1 Students should be aided to understand the major dilemmas facing the world from such trends as population growth, pollution, energy shortages, etc.

5.2 Students should be aided to understand dilemmas presented by trends in a variety of areas such as technology, biomedical research, international relations, work and leisure, computer science, communications, etc.

5.3 Students should be provided with opportunities to investigate alternative approaches to these dilemmas.

6.0 *Futures education should promote an understanding of the relationships between values and the future.*

6.1 Students should be aided to understand the nature of values, their effects on human behavior, and their social, economic, political, and environmental consequences.

6.2 Students should be given opportunities to clarify and consider the implications of their own values with respect to the future.

Continued on next page

7.0 *Futures education should promote an understanding of the ideas of major futurists and the methods of futurism.*

7.1 Students should be aided to become familiar with the important contributions to futurist thought and how these can be applied to the study of contemporary issues.

7.2 Students should be given opportunities to develop skill at using a variety of forecasting methodologies.

8.0 *Futures education should promote an understanding of the relationships between past, present, and future.*

8.1 Students should be aided to understand that the future begins in the present and that actions taken today will help to determine the shape of things to come.

8.2 Students should, while studying the future, be encouraged to maintain an appreciation for the past and for those ideas and values which have lasting significance.

9.0 *Futures education should promote a variety of additional perspectives and inquiry strategies.*

9.1 Students should be given opportunities to develop images of alternative futures.

9.2 Students should be encouraged to use a variety of inductive, deductive, intuitive, and creative thinking strategies to investigate and contemplate the future.

9.3 Students should be given opportunities to develop and express their own personal goals and aspirations for the future.

9.4 Students should be encouraged to maintain an optimistic attitude toward the future, despite the serious dilemmas which the world faces.

10.0 *Futures education should promote the general improvement of basic research and communications skills.*

10.1 Students should be given opportunities to read challenging materials and to locate information in a wide variety of ways.

10.2 Students should be given opportunities to communicate their feelings, attitudes, and ideas about the future in ways which demonstrate their competencies in written and oral expression.

"The world, in freeing itself of one burden, the peril of extinction, must nevitably shoulder another: it must assume full responsibility for settling human differences peacefully."

—Jonathan Schell,
The Fate of the Earth

About the Booklet

This booklet explains world federalist thinking on how world-wide freedom from wars and from environmental disaster—and, hopefully, alleviation of human misery and injustice—might best be achieved.

Its aim is to tell the reader *what* world federalism is, *why* it is desirable, and *how* it can be realized.

This is not an official statement of the viewpoints and policies of any world federalist organization. It is simply a statement about world federalism as the author sees it. Since world federalists do not all think exactly alike, it is not to be expected that all who regard themselves as world federalists will support this statement in its entirety, but it is believed that they will agree with its basic thesis.

About the Author

Lawrence Abbott is an economist and writer who has been a contributing editor of *Time* and for 21 years a professor of economics at Columbia, Mount Holyoke and Union. He has been an active world federalist since 1947 and is currently secretary of the World Federalists Association, a member of its board of directors, president of World Federalists Association of New England, the editor of WFA's news magazine, *World Federalist*, and a member of the Advisory Board of the American Movement for World Government.

WORLD FEDERALISM

What? Why? How?

by
Lawrence Abbott

CRITICALLY URGENT PROBLEMS confront the world today: massive hunger and starvation, dwindling natural resources, exploding population, pollution, misuse of oceans, and terrorism, as well as the senseless slaughter and destruction that occurs in conventional warfare and the grim prospect that full-scale nuclear warfare, now increasingly likely, could end all human life on our planet.

So far the world has seemed incapable of coping with these problems. Current international agreements and plans provide little basis for hope that future generations will be safer from annihilation, less in danger of environmental disaster, or freer from misery.

What is wrong? Advocates of world federalism believe that those who have been seeking to solve these problems have been going about it in a way that offers little chance for success. Is there a better way? World federalists think so.

Let us start with the increasingly urgent problem of war prevention.

5,000 Years of Failure

Since the dawn of history independent social groups — tribes, ancient empires, medieval kingdoms, modern nations — have been warring on each other, causing untold destruction and loss

"The human tragedy reaches its climax in the fact that after all the exertions and sacrifices of hundreds of millions of people and of the victories of the righteous cause, we have still not found peace or security and that we lie in the grip of even worse perils than those we have surmounted."

—Winston Churchill

of lives. In the twentieth century alone an estimated 90 million people have been killed in wars. Since 1945 there have been close to 100 wars, some small, some large and horribly destructive.

It is difficult to understand how a supposedly civilized world could condone for so many years the massive slaughter and mutilation of innocent human beings and the wanton destruction of property that had taken countless hours of human labor to create—all in the name of going to war as an acceptable way of settling international disputes or acquiring territory.

In recent years the ever-growing possibility of a nuclear holocaust has aroused widespread demands for nuclear disarmament. That would be a much needed action. But even if all nuclear weapons were destroyed, future wars with conventional weapons could still be waged, bringing agony and death to millions.

Aside from the tragic folly of war itself, there is the folly of wasted resources even in peacetime. More than $650 billion is being spent annually for armaments and for maintaining military establishments throughout the world. This represents a staggering expenditure of human labor and scarce resources that could much better be devoted to improving the quality of life by expenditures on such things as food, housing, education, and medical care.

A special cause for concern is the "brain drain" involved in the enormous amount of defense-related research done by scientists and engineers. Their unavailability for work in industry or in academic research has handicapped the civilian economy, impeding social and economic progress.

Why do wars occur? Because of a combination of two things: (1) conflicts of interest between people in one country and people in another, leading to disputes, and (2) the lack of any effective peaceful machinery for settling disputes—machinery that nations can be compelled to use.

Conflicts of interest, and therefore disputes, are inevitable. But the lack of a required method of settling disputes peacefully has given nations no alternative to that of acquiring military power and then using diplomacy backed by stated or implied threats of force to gain a favorable settlement, and if that isn't successful, waging war.

The idea that peace is desirable and war deplorable has persisted since ancient times. It has led to continual attempts to find sure methods to preserve peace. But none of them has succeeded in preventing all wars.

Some nations, like the United States in recent years, have adopted the policy of seeking national security through superiority in military strength; but this policy has led inevitably to an arms race with nations that viewed the superior strength of a rival as a threat to their security. Other nations, like Britain in the 1930s, have attempted partial disarmament as a solution; but

"Every gun that is made, every warship launched, every rocket fired signifies, in the final sense, a theft from those who hunger and are not fed, those who are cold and are not clothed. This world in arms is not spending money alone. It is spending the sweat of its laborers, the genius of its scientists, the hopes of its children."

—President Dwight D. Eisenhower

this has merely encouraged aggressive nations, like Nazi Germany, to use military force to gain their ends. Multilateral disarmament conferences and unenforceable international agreements to outlaw war, such as the Briand-Kellogg Peace Pact of 1928, have been tried; but they too have failed to prevent war.

Many politicians and diplomats have had faith in the balance-of-power principle—the idea that if nations, or groups of nations, were approximately evenly matched in military power, any nation would be reluctant to start a war since it could not be sure of winning. That principle has had its adherents for the last 400 years. But it has failed to prevent the most devastating wars in history.

> *"As long as there are sovereign nations possessing great power, war is inevitable."*
>
> —Albert Einstein

Nations have also tried to prevent wars by forming associations, known as leagues, dedicated to the preservation of peace. The League of Nations and its successor, the United Nations, have been partly successful; they have helped to prevent or shorten some wars. But whenever powerful nations have thought their vital interests to be at stake, leagues have been unable to prevent the use of military force.

The weakness of a league is that its member nations have retained, under the claim of absolute sovereignty, the right to decide whether to accept the decision of the majority. Hence, the league's edicts are unenforceable; they are dependent on voluntary compliance. Just as nations are free to renounce or ignore treaties when it suits their interests to do so, nations are similarly free either to ignore the league's resolutions or to prevent it from exerting its authority through the veto. Since 1950 the United Nations has been unable to prevent military forces from committing violence in India, Pakistan, Afghanistan, Hungary, Czechoslovakia, the Middle East, Korea, Indochina, and elsewhere.

The Alternative: Law Instead of War

We live today under a war system because of a curious dichotomy in the way our world society is organized.

Within units called nations people live under governments. These governments provide laws to proscribe anti-social conduct, courts where alleged offenders can be tried and where parties to a dispute can bring their claims and counterclaims, and police to see that the laws are obeyed. But on the world level there is no government. When a dispute transcends national boundaries or when people of one nation violently attack people of another nation, there is no government-made law to define who is right and who is wrong, no arrest, no impartial judge, no trial, no representation by counsel, no safeguarding of the rights of the accused, no protection for the law-abiding—no way to stop violence short of going to war against those who start wars.

On the international level we still live in the dark ages, in a state of anarchy. We still condone, implicitly, the immoral and unjust doctrine that "might makes right."

In medieval Europe a time-honored method of settling disputes was "trial by combat." The

> *"It is not by speeches and resolutions of majorities that the great questions of the time are to be decided . . . but by blood and iron."*
>
> —Prince Otto Von Bismarck

> *"Man has no right to kill his brother. It is no excuse that he does so in uniform; he only adds the infamy of servitude to the crime of murder."*
>
> —Percy Bysshe Shelley

parties to the dispute would be allowed to fight it out, and the winner of the combat would be permitted by the authorities to have his way. Today we regard that type of trial as incredibly barbarous and unjust. Yet in international affairs its equivalent is still considered acceptable.

The way to end barbarity in international relations is to end the present system of international anarchy, replacing it by a system of enforceable world law—a system in which warfare and weapons of mass destruction are prohibited and conflicts between nations are settled by international courts of justice.

An Invention as Important As the Wheel

We all know that modern civilization would have been impossible without the invention of the wheel. Less obvious but equally true is the fact that it would have been totally impossible without the invention of *government* as the means of keeping a society orderly and largely nonviolent. Government is a remarkable idea. It combines three necessary elements: (1) written laws, (2) courts to interpret the laws and rule on specific cases, and (3) enforcement officials, including police, to enforce the laws. Together these provide the machinery for peaceful and just settlement of disputes—and for outlawing violence.

Without government, all of us would be living today in constant fear of robbery and violence. Every home would have to be an armed fort. The strong would take from the weak. Man's energies would be spent largely on self-protection.

> *"The world no longer has a choice between force and law; if civilization is to survive, it must choose the rule of law."*
>
> —President Dwight D. Eisenhower

> *"There must be, not a balance of power, but a community of power; not organized rivalries, but an organized common peace."*
>
> —President Woodrow Wilson

Admittedly, governments today are far from perfect. Lawlessness and violence have become serious problems in recent years, especially in large cities. But the *inadequacy* of current laws, courts, and police, serious as it is, is a far less acute problem than the one we would face if there were a *total absence* of laws and police.

No society has any real promise of being peaceful and orderly unless its members live under law. Peace and order, of course, are not in themselves guarantees of justice. Governments can be—and often are—unfair and oppressive. The degree of justice meted out and the degree to which freedoms are safeguarded depend on the type of government and on the alertness of citizens. But one thing is undeniable: even a crude approximation of justice is unlikely to be attained except through a system of law administered by a government.

All this is obvious. So it is strange that though we insist on the need for local governments, state governments, and national governments, we tolerate a complete absence of government on the international level.

Needed: A Governed World

As presently constituted, the United Nations has not enough power to prevent or stop wars between nations. Its assembly cannot make laws; it simple passes resolutions, which are only expressions of what a majority of nations considers desirable. Its international court of justice has no authority to compel adjudication of disputes.

> *"The name of the new peace organization is to be the United Nations. It is a misnomer and will mislead the people . . . The phrase "United Nations" is inexact, because it implies union, and there is no union suggested or contemplated in the work of Dunbarton Oaks. A league of free countries is not a world government of united nations."*
>
> **—The New Yorker, October 1944**

it functions only when both parties to a dispute are willing to accept its jurisdiction. It has no permanent police force strong enough to enforce its edicts; even if the U.N. did have the power to make laws, those laws would be unenforceable. It has no power to tax; it must depend on contributions from member governments—and these may be discontinued with impunity.

It is important that seekers of peace be aware of the difference between a league and a government.

A league is simply a voluntary association of sovereign nations. No nation, when it joins a league, gives up one iota of its sovereignty. Any member of a league can decline to go along with the league's decision whenever that decision conflicts with what it regards to be its national interest. Sanctions against such a nation can be voted, but they cannot be enforced if any major power chooses to ignore them. A government, on the other hand, makes its decisions in the form of laws, which must be obeyed. Subsidiary governments cannot flout these laws, since the overall government has the power to enforce them—not against the subsidiary governments, but against individuals who break the laws.

Leagues have been formed since time immemorial. Greek city-states banded together into leagues. In the early nineteenth century the German states—small, independent nations in central Europe—banded together into the German Confederation, a loose league. The original thirteen American states were united into a league under the Articles of Confederation. The League of Nations, established in 1919, and the United Nations, born in 1945, have been leagues.

The fatal weakness of all leagues has been that they have been compelled to depend on voluntary compliance by their members. During the American Revolution the Continental Congress was unable to force the states to respond promptly or adequately to levies of troops and money. George Washington described the Articles of Confederation as "a rope of sand which could bind no one." Alexander Hamilton deplored the idea of a league, stating that defaults upon their pledged word on the part of its members were a natural and inevitable consequence. The League of Nations was impotent in the twenty-year interwar period, unable to prevent World War II. The United Nations has been similarly powerless to prevent strong nations from using force or threats of force to gain their ends.

What is needed on the world level is a government instead of a league—that is, a law system instead of the present diplomacy-plus-war system. Such a system could be brought into existence by revising the U.N. charter to provide four things: (1) a legislature with strictly limited powers to make laws outlawing armed aggression, preventing nations from maintaining vast armies and arsenals (and, incidentally, relieving them of the need to do so), and providing means for resolving conflicts peacefully and with justice, (2) a system of courts to interpret the laws and adjudicate disputes, (3) an executive backed by a police force adequate to enforce the laws, and (4) a source of tax revenues sufficient to finance these operations and thus assure their continuance.

> *"We must establish a rule of law, a world rule of law. We have to realize that the world needs policemen who serve the interests of all mankind."*
>
> **—Ramsey Clark**

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What Europe's History Teaches

Does government really eliminate war? Let's look at some bits of European history.

In many parts of Europe the collapse of the Roman Empire meant the end of centralized rule. Governmental authority became vested in the hands of petty lords, each of whom ruled a small region, its inhabitants being protected against external violence by the lord's armed knights and his fortified castle. Each lord's domain was a miniature sovereign nation. His subjects received military protection and in return owed him their allegiance, provided him with services and goods, or paid taxes, and were obliged to take up arms if necessary to defend the lord's territory. This was the period of feudalism—of mutual obligations between vassal and lord.

This system had its advantages. Each lord's domain was a governed area. When no external violence threatened, life was peaceful and orderly. Lawlessness was punished, and disputes were settled under the lord's jurisdiction. Yet it was an inadequate system; it could not deal with issues involving other domains. On the interregional level there was no law. Disputes between one lord and another led to armed clashes, and warfare was almost continual. Only when one lord grew powerful enough to subdue neighboring lords and establish a kingdom, with government on a broader scale, did warfare between these minor lords cease.

By the end of the eighth century seven such kingdoms had been formed in England embracing the entire country. Shortly thereafter Egbert, King of Wessex, succeeded in uniting all seven into a single "super-government" under his rule. At last there was peace *within* England. But since there was no all-European government, England was frequently at war with external enemies. The broadening of government had broadened the rule of law and thus reduced the arena where people's grievances and ambitions resulted in mass violence. But government was not yet broad enough to stop warfare between the English and the Danes, the French, the Scots. In fact the northern border of England was the scene of almost constant warfare. Only after the death of Queen Elizabeth I, when James VI of Scotland became James I of England making the two countries a single nation, did that wholesale violence end. Again the broadening of government reduced the arena of warfare.

In other parts of Europe the story was the same. France was not a single nation in medieval times. It contained not only the area then known as France but the independent duchies of Burgundy, Brittany, and Normandy, frequently at war with each other. Not until the fifteenth century were these regions consolidated into the nation we know today, ending the bloody warfare between these sovereign governments.

> *"The real cause of all wars has always been the same . . . Wars between groups of men forming social units always take place when these units—tribes, dynasties, churches, cities, nations—exercise unrestricted sovereign power. Wars between these social units cease the moment sovereign power is transferred from them to a larger or higher unit."*
>
> —Emery Reves,
> *The Anatomy of Peace*

In central Europe a number of independent kingdoms—chiefly Prussia, Bavaria, Hanover, and Saxony—were engaged in frequent wars until finally in 1871, following the Franco-Prussian war, the German states merged to become the German empire. Wars involving one German state against another came to an end.

Italy's history has followed the same pattern. In the middle ages that land was a crazy-quilt of small, independent nations: the kingdoms of Naples, Sardinia, and Sicily, the republics of Venice, Florence, Genoa, and Siena, the Duchy of Milan, and, in central Italy, the States of the Church ruled by the pope. Savage wars carried on between these sovereign mini-nations almost without interruption. Even during most of the nineteenth century Italy remained a cong neration of kingdoms and republics. Not until 1879 did Italy become a single nation. Since that time there has been no warfare between one part of Italy and another.

The lesson is clear. Independent governments occupying adjacent territory—whether those of petty local lords or sizable dukedoms or kingdoms or great nations—sooner or later became embroiled in conflicts that lead to war. Whenever these rival governments are merged into a single government, wars within the merged area cease. This does not necessarily mean a complete end to violence, since violence in the form of riots or civil war may erupt if the government is unjust or unresponsive to the need for change and if social tensions reach the breaking point. But wars in the sense of *intergovernmental* conflicts no longer occur.

Yet wars may still occur between the merged area and some other area. War can be totally eradicated only by enlarging the merged area to include the entire world.

U.S. Experience: League vs. Government

American history points to a similar lesson. The thirteen American colonies that won independence from Britain in 1783 started their existence as thirteen sovereign nations, tied together only weakly by the Articles of Confederation. They called themselves the United States, but their Continental Congress was unable to govern. It was no better than an advisory body; it had no power to collect revenues to pay for its expenses; it was held in such low esteem that it often found itself without a quorum. In fact, being a league, it had all the weaknesses of a league.

For five perilous years—from 1783 to 1788—the thirteen states attempted to manage their affairs as fully sovereign nations. In that brief interval several states found themselves on a number of occasions on the brink of war with one another as a result of commercial and territorial disputes. New Jersey was up in arms because New York imposed a high tariff on produce from New Jersey farms. Boston boycotted Rhode Island grain. Philadelphia refused to accept New Jersey money.

Far more serious was the dispute between New York, New Hampshire, and Massachusetts over the status and boundaries of Vermont. At one point New York was massing troops on its Vermont frontier and full-scale war seemed imminent.

There was also a strong possibility of war between Pennsylvania and Connecticut over the treatment of Connecticut citizens who had settled in the valley of Wyoming in north-central Pennsylvania. Pennsylvania sent a force of militia to Wyoming to drive out the settlers. The Connecticut men in the neighborhood offered armed resistance. Many were killed. So great was the indignation in Connecticut that war might have been declared had not Pennsylvania backed down and ordered that full reparation be made to the persecuted settlers.

These and other problems led the delegates to the Constitutional Convention of 1787 to conclude that a league was too ineffectual—that a general government of the thirteen states was

> *"Unless some effective world super-government for the purpose of preventing war can be set up . . . the prospects for peace and human progress are dark . . . If . . . it is found possible to build a world organization of irresistible force and inviolable authority for the purpose of securing peace, there are no limits to the blessings which all men may enjoy and share."*
>
> —Winston Churchill

> *"When Kansas and Colorado have a quarrel over the water in the Arkansas River they don't call out the National Guard in each state and go to war over it. They bring suit in the Supreme Court of the United States and abide by the decision. There isn't a reason in the world why we cannot do that internationally."*
>
> —President Harry S. Truman

needed. The new constitution hammered out that summer and adopted the following year transferred from the separate states to a central government the right to levy tariffs, issue money, make treaties, keep an army, and declare war. Disputes between states were to be taken directly to the Supreme Court for adjudication. In other words, a law system was substituted for the diplomacy-with-threat-of-war system in handling all disputes involving two or more states.

Once a federal government was established, petty disputes no longer led to fears of warfare, since they now could be—and had to be—settled lawfully.

Thus we see that government and peace generally go hand in hand. Both logic and historical evidence point to the desirability of extending the gains made in Europe and the United States by broadening the area of government still further. What is now needed is the final extension, making government global in extent.

World Law Urgently Needed For Other Reasons

Even if world government could do no more than prevent future wars, leaving the rest of the world's great problems unresolved, it would still be well worth establishing. But it has become evident in recent years that there are other critical problems that are insoluble in a world that lacks world law.

Enforceable World Law Needed to Control Pollution

No nation, acting alone, can control fully the quality of its air or of the seas that touch its borders. Winds and waters have no respect for national frontiers. Emissions from one nation's smokestacks drift across into the airspace of other nations. Sulfur dioxide and nitrogen oxides are carried across national boundaries in clouds and fall on innocent lands and lakes as harmful acid rain. Pollution in the oceans comes from the rivers of many nations and from ships flying many flags. A nuclear explosion anywhere in the world endangers the people of every nation. Careless disposal of radioactive wastes can have international consequences.

How, then, can pollution be effectively controlled? Voluntary international cooperation is better than nothing, yet almost certain to be inadequate. Pollution abatement is costly. Most industrial polluters—even those that think of themselves as public-spirited—feel they cannot afford the expense of reducing pollution unless all polluters in that industry are equally required by law to meet the same specified standards. Even if most nations are willing to adopt strict standards and enforce them, a minority of nations are likely to remain unwilling to do so. They may be tempted to permit pollution partly by the fact that they would gain by doing so—

> *"Is there a doubt whether a common government can embrace so large a sphere? Let experience solve it . . . It is well worth a fair and full experiment."*
>
> —George Washington

their industries would have lower costs than those in nations having strict antipollution laws and so would enjoy a competitive advantage in international trade.

This very situation existed on a smaller scale in the United States before pollution became subject to federal law. States attempted to control pollution by law, but were handicapped by the fact that each state possessed polluting industries which competed with industries in other states. A strict state antipollution law that raised production costs above those in other states might force its firms to go out of business or move to more lenient states. The only practical—and fair—method of control was through federal law applying equally to polluters in all states.

But since pollution is not only nation-wide but world-wide, the same reasoning applies on a world level. Effective control requires enforceable world-wide law.

There are other dangers to the human environment—such as the possible destruction of the protective ozone layer in our atmosphere by supersonic planes, nuclear explosions, or fluorocarbon aerosprays—that are too serious to attempt to deal with by voluntary cooperation. In these cases too, the only workable solution to the problem of mankind's survival is the establishment of world law.

Enforceable World Law Needed to Control Over-Fishing and Seabed Mining

Modern trawlers and factory ships are now depleting the ocean's animal resources at an alarming rate. Efforts to curtail fishing and whaling by international agreement have not been altogether successful. To give one example, the International Whaling Commission voted almost unanimously in 1973 to adopt a ten-year moratorium on the killing of all species of whales. Three months later the Japanese government announced that it would not observe the Commission's decision. Shortly afterward the Soviet government followed suit. Since then Japan, Iceland, and Norway have declined to comply with some of the Commission's decisions. And when, in 1982, the Commission voted by a decisive majority to end all commercial whaling by 1986, Japan, Norway, and the U.[illegible]R. once again announced that they would ignore that decision. Their failure to comply may cause some or all species of whales to become extinct.

> *"I do feel that some minimum of global government to abolish war, to cope with pollution, is absolutely necessary."*
>
> —Arnold Toynbee

> *"Any scientist can testify that a dead ocean means a dead planet . . . No national law, no national precautions can save the planet. The ocean, more than any other part of our planet, . . . is a classic example of the absolute need for international, global action."*
>
> —Thor Heyerdahl

Voluntarism is clearly an inadequate principle in this area, as it is in the case of pollution. We cannot afford to set up fishing limits and permit a minority of selfish nations to ignore them. We need enforceable law on a supranational level.

Mining the ocean floor, a promising source of mineral exploitation attractive to a number of nations, may run the risk of involvement in unruly disputes and possible violence if the ocean is ungoverned. Here too the sensible solution is a rule-making and rule-enforcing international organization.

Enforceable World Law Needed to Reduce Air Piracy and Terrorism

While skyjacking that occurs within a nation's boundaries can be satisfactorily dealt with by that nation, national law is helpless in the case of a seized plane that is flown to another coun-

> *"There is no salvation for civilization, or even the human race, other than the creation of a world government."*
>
> **—Albert Einstein**

try. International agreement would be satisfactory if all nations could agree on procedures that would effectively discourage such lawless acts of violence. But universal agreement has not been possible. And in those cases where terrorism occurs for political reasons—as a means of calling attention to and attempting to redress alleged injustice—nations sympathetic to the terrorists' cause are likely to condone the acts and thus encourage further terrorism.

Would there be less terrorism under a world government? In all probability, yes—for two reasons. First, world law could make international terrorism illegal, could establish penalties for violators, and would permit world police to apprehend terrorists in any country where they might refuge. And second, there would be less likelihood of terrorism for political reasons. Such terrorism occurs today because there is no machinery for resolving peacefully questions such as the Palestinian-Israeli dispute. If there were an International Court of Justice which could compel disputants to accept its jurisdiction, there would be less reason for terrorism—and for war.

World Federalism Can Lessen Poverty and Hunger—and Assist Population Control

Three problems have grown increasingly critical in recent years: (1) the degrading poverty in which most of the world's population lives, in stark contrast to the affluence of the fortunate few in the industrialized and oil-rich nations; (2) the chronic hunger and malnutrition of much of the world's population together with death from starvation of millions in areas of acute food shortages; and (3) the explosive growth of population—at a rate that doubles world population every 41 years—in a world that is already overpopulated.

The three problems are of course interrelated. Poverty and food shortages reflect low levels of productivity; people in the less developed countries are poor mainly because they produce so little. To alleviate their poverty, they need to adopt more productive techniques, which entail the acquisition of more efficient tools and machines. These can be acquired either by expenditure of labor and materials or by loan or gift.

But their acquisition can be negated by population growth. If a poor nation increases its total production by 2 percent a year, and its population rises by 2 percent a year, its production *per capita*—and therefore its poverty—remains as dismal as before. To reduce the incidence of famine, the world must increase food production faster than the rate of world population growth.

Taking the long view, it appears impossible to raise the poorest nations out of their perpetual poverty and malnutrition except by bringing to a halt the world's population growth. If that were done, each 1 percent increase in a nation's production would bring a full 1 percent increase in material welfare.

Halting population growth, however, is not easily done. The commonly accepted view today is that each family should have the right to decide how many children to have. Limitations on family size by government edict are not compatible with a free society. Certainly a world

> *"Today the universal common good poses problems of world-wide dimensions, which cannot be adequately tackled or solved except by the efforts of public authorities endowed with a wideness of powers, structure and means of the same proportions; that is, . . . on a world-wide basis."*
>
> **—Pope John XXIII, Pacem in Terris**

> *"Will allegiance to the fatal ideal of national sovereignty be transferred to the ideal of world government in time to save mankind from self-destruction?"*
>
> —Arnold Toynbee

government should not be given the power to employ compulsory methods of limiting population. The most it should do is provide information and financial help to those nations that request it. And the best that can be said is that a world federation having the power to raise revenue by taxation would have a greater ability to finance such programs than is possible today.

In the meantime, we cannot turn our backs on the misery of the world's poorest people. A supranational institution possessing both the means (through the power to tax) and the authority to distribute financial aid, technical services, and emergency supplies of food could almost certainly alleviate poverty and suffering more efficiently and more equitably than is possible today.

World Federalism and World Economic Order

In recent years there has been a growing demand on the part of the less developed countries—the so-called Third World nations—for major changes in the international economic order. They claim that their poverty is largely attributable to economic institutions that have operated unfairly against them and to the advantage of the industrial nations. In their view they have been exploited—in earlier years by colonialism, and in more recent years by world markets in which they receive unfairly low prices for the commodities they produce and export and must pay unfairly high prices for the industrial products they must import.

[illegible] right these wrongs, they assert, they need [illegible] prices for their commodities and massive assistance for economic development in order to make them less dependent on the industrial nations. In their eyes the problems of war and pollution are far less important than is their need for economic and social development and greater justice. What they seek is a massive redistribution of wealth and income.

Many world federalists share their viewpoint and believe that an urgent reason for establishing a world government is to achieve economic reform. There is no clear consensus as to the type of reform needed, or how drastic it needs to be, but the goal—a marked lessening of economic inequality among nations—is not in dispute. Other federalists are not convinced that the Third World has been persistently exploited or that the industrial nations are guilty of perpetrating injustice. Yet they believe that rich nations have a moral duty to help the poor nations to improve their economic condition.

One type of reform seems clearly advantageous. Prices of commodities traded in world markets have been subject to disastrously wide swings. Frequently countries that depend on one principal export for foreign exchange to pay for imports have experienced falls of 40 percent or more in the price of the exported commodity, the result being great economic hardship. (The

> *"Is the future of the world to be determined by universal reliance upon armed force and frequent resort to aggression, with resultant autarchy, impoverishment, loss of individual independence and international anarchy? Or will practices of peace, morality, justice and order under law . . . guide and govern in international relations? . . . The reestablishing of order under law in relations among nations has become imperatively necessary."*
>
> —Secretary of State Cordell Hull

world price of copper, for example, plummeted from $1.52 a pound in mid-1974 to 53 cents in late 1975.) Badly needed is a price stabilization program for such commodities. Such a program could be established by creating an international authority to buy commodities when prices are well below average and sell them when prices rise to well above average. Such an authority could be an agency of a world government.

Some Questions and Answers About World Federalism

What is the federal principle?

The federal principle is simply the principle that governmental powers and responsibilities may be divided between levels of government, federal and state. Specified matters that cannot be handled satisfactorily on a state level are entrusted to the federal government—and the federal government's authority is limited to those matters.

The federal principle stems from the idea that sovereignty (power to take action without interference from a higher authority) resides originally with the people. A federal constitution delegates only limited, specified powers to the federal government. All other powers are either delegated to the states or retained by the people. Thus the federal principle is a device designed to prevent the central government from becoming all-powerful. It leaves the smaller units of government free to handle local and regional affairs according to the wishes of their inhabitants, free from interference by the federal government, while denying to the smaller units certain powers (such as that of making war) which can interfere with the well-being of other units of the federal system.

> *"Sovereignty is an insuperable obstacle to the organization of peace... The federal principle is the only way forward."*
>
> —Lord Lothian

> *"Internationalism does not mean the end of individual nations. Orchestras don't mean the end of violins."*
>
> —Golda Meir

When the federal idea was born in 1787 at the U.S. Constitutional Convention at Philadelphia, it was an untried innovation. It has turned out to be practical and popular. One by one, other nations have adopted it. The Swiss, whose cantons had been joined in a loose confederacy for five centuries but had suffered from recurrent warfare between them, adopted a federal constitution in 1848. Argentina became a federal republic in 1853. Since then the federal form of government has been adopted in varying degrees by the Dominion of Canada, the Union of South Africa, the Commonwealth of Australia, the Federative Republic of Brazil, the Republic of Venezuela, the United States of Mexico, the Union of Burma, the Republic of Austria, the Federal Republic of Germany, the Republic of India, the Federal Republic of Nigeria, and the Federal Republic of Yugoslavia.

The federal idea is basic to world federalism. No one wants to be subjected to absolute control by a supranational organization dominated, as it must be, by foreigners. But in today's anarchic world no nation has any real control over its own destiny in the shaping of world events. Against its will it may become involved in war, it may find its airspace or coastal water polluted by foreigners, it may find its seafood supplies wiped out by foreign fishing fleets. Lacking ability to control such matters, it lose virtually nothing by delegating limited powers i these areas to a responsible supranation authority, while retaining all its other pow thus assuring its freedom and independence in matters that do not adversely affect other nations.

To summarize: The creation of a world federation would not mean the elimination of national governments or of national differences and loyalties. Its powers would be limited to those necessary for the solution of global problems and maintaining a peaceful world community.

Would world federation eliminate national sovereignty?

It is useful to make a clear distinction between two kinds of sovereignty. *Internal sovereignty* refers to a government's authority to regulate without interference the internal affairs of the nation it governs. *External sovereignty* refers to a nation's freedom to act as it pleases in its relations with other nations—including the right to molest or attack or interfere with the sovereignty of other nations.

How valuable is external sovereignty? That depends on circumstances. The various nations, being unequal in size, economic self-reliance, and military power, have always been unequal in their ability to control their destiny. And in this age of nuclear explosives no nation, despite its possession of external sovereignty, has *any* control over its own survival. External sovereignty has to that extent become meaningless.

> *"The question is not one of 'surrendering' national sovereignty. The problem is not negative and does not involve giving up something we already have. The problem is positive—creating something we lack . . . but . . . imperatively need . . .—the extension of law and order into another field of human association which heretofore has remained unregulated and in anarchy."*
>
> —Emery Reves,
> *The Anatomy of Peace*

> *"A monopoly of armed force is quite obviously the only method by which the world can be secure against war. . . . We must be as ready to suppress nations that indulge in murder or burglary as we are to suppress individuals who do so."*
>
> —Bertrand Russell

Moreover, the external sovereignty possessed by other nations poses a constant threat to each nation's internal sovereignty. A peaceful nation thrust into a war it cannot avoid has lost control of its internal affairs.

Advocates of world federalism wish to see a world in which each nation retains fully its internal sovereignty but transfers at least part of its external sovereignty to a higher authority, which can more effectively protect everyone against violence and injustice.

One hears much loose talk to the effect that world federation would require nations to "surrender their sovereignty." This phrase is not only misleading but incorrect on two counts. It is not a question of *surrendering* but of *transferring* or *pooling* sovereignty. And only a partial transfer is needed. Nations would still remain sovereign in most respects, although no longer totally sovereign.

What would a federal world government be like?

The ultimate goal of world federalists is the existence of a world-wide society in which disputes are settled, not by mass killing and destruction, but by orderly means aimed at achieving justice for all.

Such a society must be governed by world law, created and enforced by a world-wide authority (or several authorities) whose primary

> *"I am convinced that the Great Framer of the World will so develop it that it becomes one nation, so that armies and navies are no longer necessary."*
>
> —President Ulysses S. Grant

functions are to prevent wars between nations, to provide machinery for just settlement of international controversies, to protect the global environment, to improve the world's economic health, and to enforce its laws and judicial decisions through its own police force.

What kind of government could achieve this goal? If prevention of future wars is to be successful, if man's survival on a sphere of limited resources is to be assured, and if world law is to be administered justly, benignly, and effectively certain conditions must be met.

- *World law must prohibit the use of force by national governments against the inhabitants of other nations.* War must be outlawed.
- *Complete and universal disarmament must be the eventual goal.* Nations must be permitted to retain only the quantity and kinds of weapons needed for the maintenance of domestic order. (In other words, they may retain police forces but not armies.) It must be a punishable crime to produce or possess weapons other than those permitted. Effective methods of inspection and control must be designed and permitted by law so that illegal manufacture of prohibited weapons may be detected.
- *World law must be enforceable.* Penalties for disobeying the law must be written into each law. Courts must be established for trying offenders and punishing those found guilty. An adequate world police force must be maintained to enforce world law. It must be sufficiently strong to prevent any nation from using armed forces to gain its ends by military action against another nation.
- *World law must be applicable to and enforced on individual violators, not entire nations or governments.* The United States government does not hold the states responsible for the illegal acts of their citizens, but proceeds directly against the citizens themselves. Similarly, a world government would not hold a nation responsible for an attempt to accumulate illegal arms or for armed attack on a neighboring nation, but would single out the individuals who committed the illegal act and bring them to trial. One of the injustices of war is that innocent citizens on both sides are punished for the misdeeds of those government officials who plan and wage aggressive wars. One of the great advantages of a world-law system is that enforcement against individuals requires relatively little force, whereas the war system requires action against highly armed nation-states, resulting in mass killing and destruction.
- *The government's powers must be limited, yet adequate to assure world-wide freedom from war.* This means that the world federation must have authority and machinery for adjudicating international disputes with a tolerable measure of justice. It must have control over nuclear materials and other weapons of mass slaughter. And since conflicts are likely to arise concerning the use of the oceans and the damage one nation may do to another by polluting air or water, it must have the power to regulate use of the

> *"To coerce the states is one of the maddest projects that was ever devised . . . Can any reasonable man be well disposed towards a government which makes war and carnage the only means of supporting itself . . .? Every such war must involve the innocent with the guilty . . . What is the cure for this great evil? Nothing, but to enable the . . . laws to operate on individuals, in the same manner as those of the states do."*
>
> —Alexander Hamilton

tional system, permitted religious practices, immigration policies, methods of dealing with crime, and so forth.

- *Individual rights and civil liberties must be protected against any acts by the new world federation that would violate them.* This can be done by inserting in the world constitution a bill of rights similar to the bill of rights in our own constitution.
- *The make-up and location of the police force must be specified in the world federal constitution in such a way that concentration of power is prevented.* The number of citizens of any nation in the police force or in its leadership ranks must not be more than a tiny fraction of the total force or of its leadership. The force must be scattered, with numerous stations throughout the world. While its total strength would be preponderant, individual units would be too weak to stage a military take-over of any large nation's government.
- *The world federal government must be democratic, not authoritarian.* Its laws must be made by a world legislature representing—in principle, at least—the people of all nations. Some more equitable method of representation

> *"The lesson of Hiroshima was and is that in the age of nuclear weapons . . . men must set limits to their animosities and their hatreds. The alternative is suicide for all or most of the human race . . . But the lesson will not have been fully learned until men of all countries have joined together to end the national ownership of nuclear weapons and to replace the present parlous peace of mutual terror by a system of world government based on law."*
>
> —Editorial, *The New York Times,* August 6, 1970

> *"You don't have to spend all your time discussing what weapons you are going to be allowed to use to massacre millions of innocent people. An entirely new piece of political machinery is needed. I want a federal world authority for peace with justice throughout the world."*
>
> —Lord Beveridge

oceans and the environment. Perhaps further powers are needed. Many world federalists advocate giving a new world federation power to provide aid to the less developed countries, to handle population problems, to regulate international trade, migration, and multinational corporations, and perhaps to replace national currencies with a single world monetary unit. Others would prefer to see a world federation with powers restricted to those absolutely essential for the prevention of war and the achievement of a fair degree of justice in the settlement of controversies.

- *The world government must have an assured and adequate source of funds.* Its powers would be illusory if it depended on voluntary contributions from member nations. Withholding of funds could wreck the programs of the world government. It is absolutely essential, therefore, that the government have the power to tax. It is also desirable that this power be strictly limited, to prevent the world government from taking too large a share of produced wealth and incomes.
- *The world government must be denied those powers that would interfere with the domestic affairs of nations.* This can be done under a federal system. Just as our U.S. federal government is limited to powers specified or implied in the U.S. Constitution, so a world federal government would have strictly limited powers. Each nation would remain free to decide its own structure of government, educa-

"We seek to strengthen the United Nations, to help solve its financial problems, to make it a more effective instrument for peace, to develop it into a genuine world security system . . . capable of resolving disputes on the basis of law, of insuring the security of the large and the small, and of creating conditions under which arms can finally be abolished . . . This will require a new effort to achieve world law."

—President John F. Kennedy

must be adopted to replace the one-nation-one-vote method now in force at the U.N. Ideally, representatives should be elected by individual voters, not appointed by national governments. Once designated, they should be free to vote as they please and to serve out their terms. In a world composed mostly of authoritarian governments this ideal may not be attainable for many years to come, but at least parliamentary democracy on the global level is needed.

- *All nations should be free to join the world government.* Universality of membership may not be possible at first, but it should be the ultimate goal.

In this world of selfish human beings, isn't world federalism an impractical dream?

On the contrary, what is impractical and unrealistic is the notion that peace, justice, social improvement, and effective environmental control can be achieved by altruism or by relying on a unity and harmony of interests that does not exist. If we lived in a world where everyone always put the social interest ahead of personal interest, voluntarism and cooperation would succeed admirably. But we do not live in such a world. It is *because* human beings have conflicting interests and are selfish and hard-headed—and probably always will be—that government is needed.

This is true at every level of society. Anyone who advocated abolishing government on the national or local level, relying instead on people's good will and cooperation, would be considered hopelessly utopian. At the world level too, in a community of nations that proclaim they operate on the principle of national interest and acknowledge conflicts of interest, government is the only practical answer.

World federalists are simply seeking to apply to our global society the only method by which a just and stable order has ever been attained in any society. Are not those who rely on armaments and balance-of-power strategies to keep the peace and resolve disputes the unrealistic visionaries?

How can you expect to achieve world federation when there is no popular support for it?

It is true that the movement for world federalism has so far enlisted the formal, active support of only a few. Most people are not yet prepared to accept the idea of a general, world-wide federation. This being so, world federalists do not expect a world federation to be achieved in the immediate future. It may take decades to achieve it, or it may turn out to be a hopeless cause. On the other hand, it may come more quickly than many advocates dare to hope—

"Government is the thing. Law is the thing. Not brotherhood, not international cooperation, not security councils that can stop war only by waging it . . . Where does security lie, anyway—security against the thief, the murderer, the footpad? In brotherly love? Not at all. It lies in government."

—E. B. White

> *"World federalists hold before us the vision of a unified mankind living in peace under a just world order . . . The heart of their program —a world under law—is realistic and attainable."*
>
> —U.N. Secretary-General U Thant

Especially in view of the growing desperation about nuclear weapons and the arms race.

But the uncertainty about the chances of attaining world federation soon does not diminish the responsibility of world federalists to advocate world federalism, although it does force them to recognize that the road to world federalism may well be a long, hard road. An important first step, of course, is to persuade eople like yourself that world federalism offers the best hope of being the solution to the problems of war, starvation, and environmental decay.

Don't world federalists put the wrong thing first? Before any kind of world federation can be established, isn't it necessary to get people to change their attitudes and values from their present selfish concern with their own national interests to an unselfish global concern for all humankind?

True, a change in people's thinking is desirable as a prelude to—or at least an accompaniment to—the establishment of world federation. Too many people today are unaware of the magnitude of the global problems that confront us. It is certainly desirable that their ignorance be dispelled and that their sympathy for other people be aroused. International cooperation, good will, nlightened self-interest, and brotherhood are all exemplary things and should be encouraged.

But it is unlikely that human beings can be transformed from selfish into unselfish creatures in the foreseeable future. It is natural and normal for people to do what seems to be most advantageous for them. If a society waite[illegible]or people's selfish attitudes to change before establishing laws, it would probably have to wait endlessly. Yet social institutions, such as government, can change human behavior by changing the environment in which people make their decisions. Establishment of a federal United States of America on a continent where thirteen independent states were suspicious and distrustful of each other did much to diminish that suspicion and distrust.

World federation should be advocated, not on the grounds that we should be altruistic, but on the grounds that it would be in our best interest.

Wouldn't it be dangerous to become part of world federation at the present time? Look how irresponsibly the United Nations has acted i recent years.

It's true that member nations of the [illegible]te Nations have acted irresponsibly on many occa sions. If the present U.N. had governmenta powers, Americans might well have cause fo disquietude. Every thoughtful person mus weigh this disadvantage against the risks of inte national anarchy and the advantages of governed world.

On this point several things can be said. (1 Even if a world government is imperfect, it i likely to be less dangerous than an ungoverne world. (2) Responsibility may grow with th advent of law-making powers, tempering th urge to act irresponsibly. (3) A world gover ment would probably have a more equitable sy tem of representation than the present on

> *"It is obvious that no difficulty in the way of a world government [illegible] match the danger of a world without it."*
>
> —Carl Van Doren

nation-one-vote system in the U.N. (4) If the powers of a world government are strictly limited, the danger of abuses of power is kept to a minimum.

> *"We have reached a turning point in human history where the best option is to transcend the limits of national sovereignty and to move toward the building of a world community in which all sectors of the human family can participate. Thus we look to the development of a system of world law and a world order based upon transnational federal government."*
>
> —Humanist Manifesto II

Is there any hope of achieving world federation in view of the communist nations' hostility to the idea of joining a federation they couldn't control?

The probability of communist opposition should not prevent us from trying to achieve a governed world. It is quite possible that if a world federal constitution were agreed on by most noncommunist nations and all nations were invited to join, the Soviet Union would decide it was not in their interest to stay out or that it would be disadvantageous to incur the disapproval of world public opinion. Perhaps Russia and China would at first refuse to join a world federation, but would then agree to join in taking some first steps in the direction of world government—which would gradually lead to an effectively governed world. In any case, we should not let communist distrust of the idea of world government deter us from trying to enlist massive popular support for the idea of a law system as a substitute for our present, unworkable war system.

Possible Paths to Federation

Many people would agree that a responsible world federation of limited but adequate powers would be a good thing—if we could get it. The big problem is: how can we get it? What steps should be taken? Here are several possibilities.

United Nations Charter Revision

Article 109 of the United Nations Charter provides for the calling of a general conference to review the charter if voted by a majority of the member nations and any nine members of the Security Council. An amended or rewritten charter could give the U.N. all the necessary governmental powers to make and enforce laws in specified areas and to raise revenues by taxation.

However, the governments of most nations, including all the major powers, seem firmly opposed to the idea of yielding any sovereignty. Many advocates of world order believe that any review conference held today would be more likely to retard than to advance the cause of world federalism; strengthening amendments would be defeated, while weakening amendments would probably be passed. Even if by some miracle amendments for a strengthened U.N. were adopted, they would take effect only if ratified by two-thirds of the member nations, including all of the permanent members of the Security Council. A veto by any permanent member would undo the entire work of the conference.

The formation of a charter review committee by vote of the U.N. Assembly in December 1974 indicates some support for the idea by member nations. But almost no progress has been made. Charter revision may have to wait until there is stronger grassroots and governmental support for world law.

There is, however, a promising avenue toward world federalism which, though it does not lea all the way to a governed world, should make the eventual final journey easier. This consists of changes in the United Nations that do not require charter revision. Among them are much-needed improvements in the dispute settlement process, including creation of a U.N. mediation service and panels of arbitrators, procedures for the Security Council to call for binding arbitration, and various provisions that would encourage much greater use of the International Court of Justice, together with creation of a permanent peacekeeping force capable of preventing armed conflict during a dispute settlement process.

A World Constitutional Convention

Some advocates of world order think that global government would have the best chance of realization if a world constitutional convention independent of the U.N. could be held.

Some have proposed "a people's convention," composed of delegates elected by supporters of a popular, world-wide movement for world law. The world constitution drawn up at that convention would then be ratified by popular referendum or by a ratifying convention in each nation, with or without the cooperation of governments.

This is an attractive idea, but its proponents have not made clear how a paper constitution can be transformed into a functioning world government without the consent of national governments.

More practical, but perhaps more difficult to achieve, would be the convening of a constitutional convention at the invitation of a group of national governments. Proponents of this approach mention India, Japan, Canada, Norway, Sweden, Denmark, West Germany, and Mexico as the nations most likely to be willing to initiate such a move.

Any constitution adopted would go into effect only after nations comprising a representative cross-section and a preponderance of population and power had ratified it. Any holdout nations would be informed that the door to membership would always be open to them if they changed their minds. While the embryonic federation remained incomplete war would stil be possible, although much less likely.

"Piecemeal" World Federation

World government implies universality o membership. If some large nations decline t join a world federal government, it cannot b truly called a "world" government. If the nations that stay out decide to form a rival supranational government, the hope that powe politics will be replaced by accepted world law could be dashed; the situation might well become even more explosive.

On the other hand, less-than-universal membership may be the only practical alternative The world cannot afford to postpone adoptin the rule of law until the last recalcitrant natio is finally persuaded to join. Our own nation di not place any condition of unanimous acceptance on its creation. Neither did Canad[illegible] Th crucial question is, "What minimum num[illegible] o nations must agree to unite before the ne supranational government becomes a reality?'

Many world federalists think that it would b unwise to have a supranational government, eve at the outset, unless at least a majority—an preferably three-fourths—of the nations agree

> *"The Federal Republic of Germany has declared in its Constitution its willingness to transfer sovereign rights to supranational organizations and it has placed international law above national law . . . This expresses the realization that the sovereignty of the individual and of nations can be secured only in larger comm[illegible] ties."*
>
> —Chancellor Willy Brandt

> *"The broad ultimate requirements of survival . . . are in essence . . . global disarmament, both nuclear and conventional, and the invention of political means by which the world can peacefully settle the issues that throughout history it has settled by war."*
>
> —Jonathan Schell,
> *The Fate of the Earth*

to join it, including a majority of the great powers. But an alternative viewpoint has been strongly advocated. Holders of that viewpoint argue that any federation, no matter how small, is a step in the right direction. Even if only the United States, Canada, and Mexico could agree to federate, they say, wouldn't that be at least [illegible] encouraging start? If other countries then joined, one by one, the ultimate goal of universal membership might be attained.

Federation Open Only to Democracies

Since the 1940s an organization called Federal Union, Inc., has advocated step-by-step growth of federation, but has stipulated that dictatorships and communist countries must become democratic before they are allowed to join. Its objectives were set forth by Clarence K. Streit in his path-breaking book *Union Now.* Streit argued that the immediate goal should be federal union of the democratic nations on both sides of the North Atlantic. Thus would be formed a "nucleus world government." Admission to the union would be open to any and every government that was democratic and guaranteed its citizens the union's minimum bill of rights. Streit predicted that this union would grow peacefully into a universal world government.

Streit's vision of the route to world order has been criticized on two grounds. First, his stipulation that nondemocratic nations could not join until they had first become democratic and granted their citizens civil liberties would tend to divide the peoples of the world permanently into two hostile groups. Certainly Soviet leaders would feel that the Western democracies were trying to engineer the overthrow of communism. Second, even if that stipulation were dropped, the nations not included in the initial federation might well become alarmed at the military power of the newly formed union and institute an accelerated arms race together with diplomatic maneuvering that might make a third world war inevitable.

Certainly the insistence that nations become democratic before joining seems unwise. The important thing from our point of view is that the *world* government be democratic in the sense of having a legislative body representing (at least nominally) the peoples of the member nations. To insist that all *national* governments also be democratic is to doom to failure the attempt to achieve universality of membership.

Forming Regional Federations

We might imagine the formation of regiona federations in several parts of the world. Withi each federation the member nations will hav transferred some of their sovereignty to the re gional federal government. In each region th rule of law will prevail, thus reducing the area o anarchy, with its need for power politics an threats of war. The final step comes when th

> *"The international community should support a system of laws to regularize international relations and maintain the peace in the same manner that law governs national order."*
>
> **—Pope John Paul II**

> *"World federation is an idea that will not die. More and more people are oming to realize that peace must be more than an interlude if we are to survive; that peace is a product of law and order; that law is essential if the force of arms is not to rule the world."*
>
> —Justice William O. Douglas

regional governments find it in their interest to agree to form a world federation.

Regional federation seems far more likely in the near future than world federation. In fact, it has already occurred on a limited scale in Europe. The European Community, often referred to as the Common Market, is already a supranational government on a modest scale. Member countries have given up some of their ereignty—they no longer have sovereign independence with respect to tariffs, taxation, or agricultural policy, for example—to gain the advantages of being part of a larger group. In other parts of the world—Latin America, Africa, Southeast Asia—efforts are now being made to create similar limited federations.

World federalists find these welcome steps in the right direction. On the other hand, such federations pose the danger of large regional blocs hostile to each other, possibly creating an even more perilous war system.

Forming World Authorities, Each Devoted to a Specific Area of World Concern

Recently many world federalists have come to the conclusion that the most promising way of weaning the world away from its insistence on tal national sovereignty is to establish some ments of world law in certain functional areas. If, for example, a world authority could be created with power to make and enforce rules governing environmental pollution, its success would help pave the way for world authorities in other areas, including disarmament, international terrorism, control of nuclear mat[illegible]ls, and mechanisms for resolving international disputes.

A highly promising area for limited world government is the water-covered two-thirds of the world's surface—the oceans. In the absence of a world oceans authority, critical problems remain unresolved: the seas are being disastrously overfished, whales have become almost extinct, marine life has been imperiled by pollution, disorderly mining of the treasures on and under the ocean floor could occur, scientific research in the oceans is handicapped, and disputes between rival nations over fishing rights, territorial boundaries, and access tc straits bring recurrent threats of violence.

Since 1969 the United Nations has been trying to move in the direction of a world authorit for the high seas. The U.N. Seabed Committee, 91-nation committee, was established to implement the U.N. resolution that "the res[illegible]ce of the seabed, beyond national jurisdiction, ar the common heritage of mankind" and tha "this area should be governed by an internationa authority."

After 12 years of international conference attended by representatives of more than 15 nations, by 1982 a "Law of the Sea" treaty ha been adopted by a vote of 130 to 4, with 1 abstentions. But one of the negative votes wa

> *"A federation of all humanity, together with a sufficient measure of social justice to ensure health, education, and a rough equality of opportunity, would mean such a release and increase of human energy as to open a new phase in human history."*
>
> —H.G. Wells, *The Outline of History*

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> *Removing the threat of a world war —a nuclear war—is the most acute and urgent task of the present day. Mankind is confronted with a choice: we must halt the arms race and proceed to disarmament or face annihilation."*
>
> **—Final Document, U.N. Special Session on Disarmament, 1978**

cast by the United States, making the outcome less than fully successful. It is too early to forecast the eventual outcome. The treaty, if ratified by enough nations, will establish an International Seabed Authority which will have some governing powers within its jurisdiction.

Many world federalists think this would be an important step toward world government. However, many other world federalists do not agree. They point out that a governing body established by a treaty has the weakness of any treaty: any signatory nation can decide at any time to withdraw and refuse to abide by the rules of the Seabed Authority. They also question whether the judicial and enforcement powers are sufficiently strong to merit their being called "governing powers."

Another field for the creation of an authority is that of arms control and disarmament. There is some reason to hope that negotiations for multilateral arms reduction may begin soon. But in the current climate of distrust, in which nations rely on armed strength for security, the chances are slim that national governments will assent to disarming unless they can be convinced that their people will have security in a disarmed world. To make disarmament really happen, what is needed—in the view of many world federalists—is creation of an authority to verify compliance with the agreed-on process of arms reduction, to enforce compliance, to require and oversee peaceful methods of dispute settlement, and to prohibit and prevent armed conflict.

Here again we find disagreement among world federalists. Some question whether such an authority could really possess enforcement powers without having the full capability of a world government, including armed forces superior to those of individual nations. To achieve this, the authority would have to take over, intact, the weapons relinquished by national governments. Those who favor the authority approach agree that the authority would have to be in actuality a government, with adequate law-making, law-judging, and law-enforcement powers in an important but very limited sphere. But they think it would stand a better chance of being accepted and of coming into being if the term "authority" rather than "world government" were employed.

If these things materialize, real progress will have been made toward a governed world. Eventually we may see a complex of autonomous authorities, each having some governmental powers in its limited area. This outcome would not be as tidy as would-be the establishment of a federal world government, and perhaps not quite as effective, but it would accomplish all the essential objectives that world federalists have been advocating.

The functional approach to the achievement of world law has been called "the back door to world order." If the main highway is effectively blocked by prejudice against the yielding of sovereignty and the risks of being ruled in part by foreigners, perhaps the back road is the most efficient means of getting from "here" to "there."

Working to Create a Sense of Global Community Before Trying to Establish World Federation

Some world federalists believe that before we can actually build world institutions devoted to the rule of law, time and effort must be spent on a preparatory stage: arousing the world's people to a greater sense of global community. Most people do not yet have an awareness of the oneness of all mankind and of the need for a common world society living under world law.

> *"It will be just as easy for nations to get along in a republic of the world as it is for you to get along in the republic of the United States."*
>
> —President Harry S. Truman

Laws—world laws as well as local and national laws—are effective only when they have the acceptance and support of a preponderant majority of the people who must live under them.

What is needed most today, according to this viewpoint, is a change in people's attitudes and values. People must be made aware of the urgency and interrelatedness of the world's problems. They must be persuaded to think of themselves as world citizens, not just citizens of their own nations. They must learn to think in terms of world interest, not just national interest. They must be made to see the advantages of multilateral cooperative efforts to solve global problems—and the folly of each nation's attempting to cope with them unilaterally. Then they will be more ready to accept world law.

Many world federalists disagree with this line of thinking. While applauding efforts to build a greater sense of world community, they favor devoting at least equal effort to promoting world federalism. Each kind of effort, they say, will reinforce the other. Developing a sense of world community and building world institutions should therefore go hand in hand.

What Can Be Done Now to Hasten World Federation?

World federalists can do several things to inch he world along toward the ultimate goal: en-rceable law with justice.

Many advocates of world government believe that the most practical way of getting "from here to there" is by nudging national governments and the United Nations into moving b modest-sized steps in the direction of the ultimate goal: enforceable world law. World [illegible]ralists can do several things to inch the world along in that direction.

Strengthen the United Nations

There are numerous possibilities for improving the effectiveness of the U.N. World federalists favor, among other things, the establishment of a permanent U.N. peacekeeping forc and a U.N. mediation service, a broadening o the powers of the International Court of Justice U.N. authority to compel arbitration of dispute the creation of an international disarmamen organization, a more equitable voting system and an independent revenue-raising capability.

Deal with Global Problems through International Action

World federalists want to see the Unite States make greater use of the U.N. They woul like to see American contributions for famin relief and for aid to less developed countri channeled primarily through an internation agency, not allocated directly. They would als like to see Congress repeal the Connally reserv tion, which permits the United States to refu to accept the jurisdiction of the World Cour

De-emphasize the Use of Military Might

World federalists do not advocate unilater disarmament—in a lawless world this would b folly—but they do favor a reduction in U.S spending on armaments and in the U.S. defen budget. They want to see an end to the U.S Soviet arms race and to the U.S. milita[illegible]po ture, which they feel is now over-aggressiv Security would not be diminished, they believ while the money saved could be put to muc more constructive uses.

Help Build a Sense of World Community

Detente with the Soviet Union and China has helped in recent years to create a more cordial relationship among nations. This has world federalist support. A policy of hostility and confrontation is likely to be counterproductive.

For several years world federalists have engaged in a "planetary citizenship" campaign—an effort to get people to declare that they are world citizens who owe allegiance to mankind as well as to family, community, state, and nation. Many thousands of planetary citizenship pledges have been secured. Along with this has gone a campaign to "mundialize" towns, cities, and states—for example, getting a municipal government to declare the city a "world city" and to order the flying of the U.N. flag as well as the national flag.

Such acts are merely symbolic; they entail no responsibilities and little costs. Yet they help to create a greater spirit of world-wide brotherhood, thereby laying the groundwork for a more sympathetic reception to world government proposals.

Support Movements for a Nuclear Weapons Freeze and for Disarmament, but Point Out What's Needed to Make them Workable

A freeze of nuclear weapons followed by a reduction in armaments is of course desirable. But beyond that, real disarmament is necessary if the horrors of war are to end. Yet national governments are unlikely to agree to disarm unless they are convinced that their citizens will be secure in a disarmed nation. An alternative security system is therefore required. Such a system must include an international organization (or organizations) to monitor the stages of arms reduction and enforce compliance, to provide machinery for peaceful settlement of disputes, and to enforce a prohibition on the use of armed conflict. World Federalists should keep repeating the message that disarmament cannot be achieved in the absence of an alternative security system.

"Science has made unrestricted national sovereignty incompatible with human survival. The only possibilities are now world government or death."

—Bertrand Russell

Support Organizations That Work for World Federalism

World federalism is now being promoted by
number of organizations. World-wide in its scop
is the World Association of World Federalists, a
association of some 35 national world federalis
organizations in 31 countries. Allied with ther
is an international group of members of parli
ments in 26 countries, called Parliamentarian
for World Order. It now has over 600 member

In the United States a number of organiz
tions—some. membership, some not, some ta
deductible, some not—have world federalism c
world law as their objective. Among them ar
World Federalists Association, World Federalis
Political Education Committee, American Mov
ment for World Government, Campaign fo
World Government, World Federal Authorit
Committee, Federal Union, Inc., The Worl
Constitution and Parliament Association, Con
mon Heritage Institute, World Peace Throug
Law Center, World Without War Council, an
World Citizens Assembly. In addition, there ar
other organizations that do not espouse directl
the cause of world federalism but support man
of its basic ideas. They include the Institute fo
World Order, the Stanley Foundation, the Fun
for Peace, the Commission to Study the Organ
zation of Peace, the International Pea
Academy, and the Center for the Study c
Democratic Institutions.

Within the U.S. Congress an outstandi
organization has grown up in support of the id
of substituting the rule of law for the rule
force and violence: Members of Congress
Peace Through Law. This is a bipartisan,

cameral organization whose membership has increased greatly since its inception in 1966. It now has 110 members—more than one-fifth the al membership of Congress. Forty-nine of its members sponsored a resolution introduced in 1974 in both houses of Congress calling for ". . . world institutions strong enough to stop any nation from making war, capable of assuring peaceful and just settlement of international disputes and reliable enough to be entrusted with such powers"—in other words, world government.

What Can an Individual Do to Hasten World Federation?

If you agree that the surest way of preventing catastrophic future wars, saving mankind from environmental disaster, and promoting justice is through world law enacted and enforced by a federation of all nations, you may wish to help e cause of world federalism.

But how? What can an individual do to hasten the coming of federal world government?

There are a number of things you can do:

- *JOIN* a membership organization that is advancing the cause of world federalism.
- *CONTRIBUTE* as much as you can, either to a tax-deductible organization devoted to educational efforts or to a non-tax-deductible organization that emphasizes political action and immediate progress.
- *WRITE* letters to the editor of your newspaper.
- *WRITE* to your Congressmen and Senators, urging their support for bills that will help move U.S. foreign policy in the direction of ultimate world federal government.
- *TALK* to your friends and acquaintances about the critical need to change from a war system to a law system.

Each of us has only one small voice. Yet raising that voice—talking and writing about world federalism as the logical answer—may be the needed straw that breaks the camel's back of ignorance and indifference which lies behind most of the opposition to world federalism.

Only if each person who believes in th[illegible]dvantages of world federalism helps the movement to gain momentum can massive popular support emerge. And massive popular support is necessary if governments are to be convinced that it is politically feasible to transfer some sovereignty to a federal union of nations.

You can help mankind in no better way than by becoming an active part of the exciting, constructive movement to replace international anarchy and the fruitless pursuit of power politics with a workable system of enforceable world law.

"We dip into the future, far as human
eye can see,
"See the vision of the world and all
the wonder that shall be,
"Hear the war-drum throb no long[illegible]
see the battle flags all furled
"In the parliament of man, the federation of the world."

—Alfred Lord Tennyson

The two publishers of this booklet are listed with their ac dresses on the back cover. Some of the other organizations tha are working for world federation, to which you may wish t write for further information, are:

World Association of World Federalists
410 South Michigan Ave., Chicago, IL 60604
World Constitution & Parliament Association
1480 Hoyt St., Suite 31, Lakewood, CO 80215
Parliamentarians for World Order
7th Floor, 336 East 45th St., New York, NY 10017
Campaign for World Government
331 Park Avenue, Glencoe, IL 60022
Campaign for U.N. Reform
600 Valley Road, Wayne, NJ 07470
The Federalist Caucus
P.O. Box 19482, Portland, OR 97219

Note: The Federalist Caucus mails to subscribers (for lifetime subscription fee of $25) annual reports on the activiti of about twenty organizations all of which are working for toward a governed world.

Poll shows Canadians happiest

TORONTO (CP) — Canadians are among the happiest and most satisfied people in the world, a recent Gallup poll suggests.

The poll, conducted as part of a North American study supervised by the Centre for Applied Research in the Apostolate in Washington, D.C., will be the subject of the CBC-TV program Man Alive next Sunday night.

The Canadian branch of the centre, a Roman Catholic organization based in Ottawa, asked the Canadian Gallup organization to draw a scientific sample of 1,200 representative Canadians.

The survey showed 95 per cent of repondents said they were "very happy" or "quite happy," a figure Gallup says has been exceeded by no other country. Parallel studies were conducted in 19 other countries..

The poll challenges some long-held stereotypes. For instance, despite the fact they lead the world in many types of technological achievement, Japanese and German respondents were found to take the least amount of pride in their work.

Saskatoon Star Phoenix – p A-11 – Jan. 29/83

DIAMOND ANNIVERSARY 60 1922 — 1982
prairie messenger
Saskatchewan and Manitoba's Catholic Weekly
Box 190, Muenster, Sask., SOK 2YO
Saskatchewan's largest paid circulation weekly newspaper

Nov. 18, 1982.

40,000 children die daily

By RON McGILLIVRAY, Edmonton

EDMONTON — A few years ago, whenever he was speaking before audiences, Rev. Cassian Yuhaus, CP, would remind them that while they were sitting in their chairs, some 13,000 children would die that day throughout the world from malnutrition and starvation.

A couple of years later he decided to check that figure again, just to be sure. It had gone up to 20,000. In 1981 he went back to see once more. What he found was disturbing: 40,000 children were now dying every day.

THAT FORMED the basis of his message during a weekend workshop on social justice here sponsored by the Sisters of Charity of the Immaculate Conception.

Yuhaus, president of the Centre for Applied Research in the Apostolate (CARA), Washington, D.C., said this had only one consequence — the urgent and imperative task for the church today to work to bring about change in society and to create a new world order.

The church can have no other mission but to place itself on the side of the poor and oppressed, to confront the great social evils of the day and work for justice, he said.

INSTEAD, HE said, the Western church has been made clean, comfortable and bourgeois with no bark or bite to it at all.

Religion was never meant to be a source of comfort or isolation, he said. Jesus placed himself firmly in the mainstream of human events and was pre-eminently an agent of change — seeking to change the way people act and think. It is just as important for a person to work for change as it is to preach, spread the gospel and administer the sacraments, he said.

The great collision course in the world today is not between the superpowers, between East and West, said Yuhaus, but between the powerful and the powerless, the rich and the poor, the North and the South, the First and the Third worlds. And the "great sin of our day" is the "blindness of the 'haves' regarding the 'havenots,' " he said.

"BY THE YEAR 2,000, some 35 nations will have nuclear weapons, most of them in the Third World," he said. "How long will they allow us to go on the way we are while up to five billion people li[illegible] poverty and inadequate standa[illegible]s. It will be the right of the poor to take by force what is not given to them."

Poverty includes not only the lack of basic necessities, but also the feeling of powerlessness and the dehumanization of life, said Yuhaus.

• • •

What Shall We Give the Children?

What shall we give the
children?
Attention — for one day it will
be too late.
Sets of values — a place for the individual
in the scheme of things...
A sense of humor — humor leavens life.
The meaning of discipline — if we falter in
discipline, life will do it for us.
The will to work — satisfying work is a
lasting joy.
The talent for sharing — for it's not so
much what we give as what we share.
A love of justice — justice is the bulwark
against violence and aggression and
the repository of human dignity.
The fact of truth founded on precept and
example — truth is the beginning of
every good thing.
And the power of faith engendered in mutual
trust — for life without faith is a
dismal dead-end street.
The beacon of hope which lights all of our
mists.
The knowledge of being loved beyond demand
and reciprocity
Like the brave who claim that they so loved
and never lost.

What shall we give the children?
The open sky, the brown earth, beaches of
golden sand and blue water,
The stars in their courses and the awareness
of these,
Bird songs and butterflies, clouds and
rainbow,
Sunlight, moonlight, firelight.
A large hand reaching down to a small hand,
Impromptu praise, unexpected kiss, a
straight answer,
The glisten of enthusiasm and a sense of
wonder.
Long days to be merry and nights without
fear —
The memory of a good home —
These things we shall give the children.

(25)

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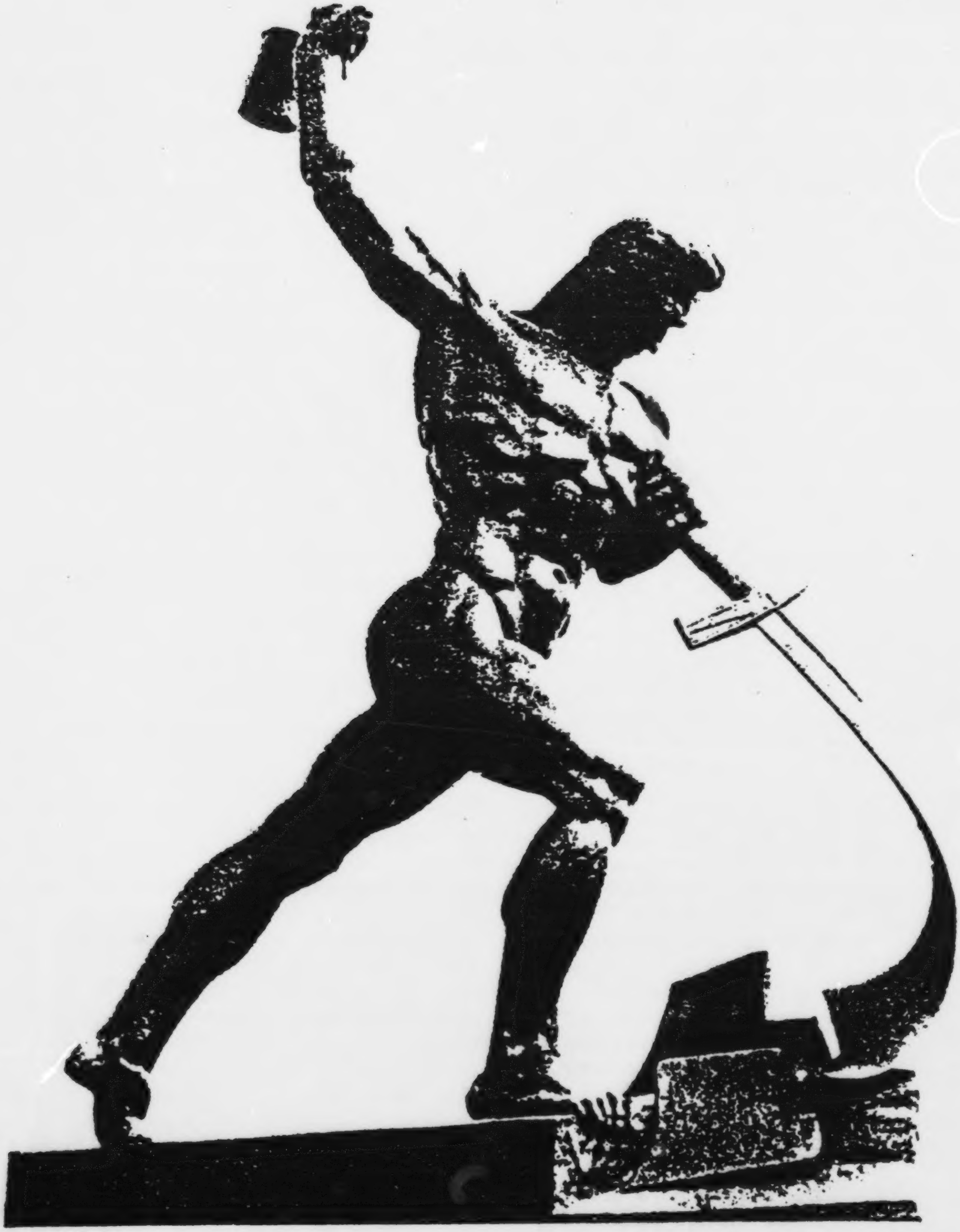

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BRIEF

to the

MINISTER'S ADVISORY COMMITTEE ON CURRICULUM AND INSTRUCTION

Submitted by:
Saskatoon Diocesan Council of the Catholic Women's League
Saskatoon, Saskatchewan
February 26, 1983

BRIEF & RECOMMENDATIONS TO THE ADVISORY COMMITTEE ON CURRICULUM AND INSTRUCTION REVIEW FROM THE CATHOLIC WOMEN'S LEAGUE OF THE DIOCESE OF SASKATOON

We would like to thank the Committee for the opportunity to present our concerns and recommendations regarding curriculum and instruction. Always in a discussion like this certain criticisms come forward and we would like to state clearly from the beginning that we greatly appreciate the high standard of education which exists in our schools and our concerns are presented here in a sincere attempt to further improve the quality of our children's education.

The discussion paper; Issues in Schooling, started logically with the needs of children. As parents we feel that we have a first hand understanding of those needs. We recognize that the child by nature is dependent and undeveloped and through all schooling elementary and secondary is in a process of growing and maturing. As such the child must always be seen within the context of the family; the primary environment for this growth and development. Because many families fail in providing an adequate nurturing environment for their children the school we feel, has begun to move from being supportive to the family and always schooling the child in relationship to the family; to stepping around the family and providing moral and ethical education not always with respect for the family as the basis of society. While this direction may appear momentarily advantageous the long term effects of such a policy, we feel, are very frightening. We do not wish to imply that at any point the school is purposely endeavoring to antagonize the relationship between the child and parent. We do not believe that this the case at all. We do wish to point out however that an antagonism is and will continue to be a side effect of any education which does not first respect the child-family relationship.

In the Issues in Schooling discussion paper the basic needs of children were listed as: survival, security, social relations, values and self-fullfillment. The paper stated which of these needs were primarily family and community responsibilities and which of these needs were shared with the school. We feel that there is a key to the understanding of how the school can better accomplish it's share in these needs when the school recognizes the autonomy of the family rather that the autonomy of the child. When the autonomy of the child is primary; we see the following possibilities:

i) That respect for parents may diminish leading to a loss of respect for all authority.

ii) That the care and protection of children may eventually be transferred from the nurturing of family to an institutional environment. It seems that each year more pressure is exerted on the school to provide more of the functions traditionally provided by the family. We accept and appreciate the efforts of the school to supplement the needs of the child but are concerned that the school is being called upon to replace not just supplement the families role in providing for those needs.

iii) That the confidence of parents to fulfill their obligations is undermined. They are made to feel inadequate and their functions as parents are negatively affected.
iv) That sexual attitudes will be affected; namely that self-gratification becomes the purpose of sexuality rather than shared responsibility.

One of the areas in which we see this conflict between the autonomy of the child and the autonomy of the family developing is in the area of values education. Teachers have always morally influenced our children; their honesty, their truthfulness, their respect for each other, for their families, their fellowman, and for our world. At times these values were taught specifically, but often they were absorbed because of the teacher's example and her expectations of the child.

In the sixties we were witness to escalating rates of vandalism, violent crime, teenage pregnancy, drug and alcohol dependency and youthful suicide. We know it was out of the legitimate concern of educators to address this human suffering that efforts and numerous research dollars were diverted into the development of methods to morally educate children. One of the methods developed was Values Clarification.[1] I draw your attention to this method because of it's predominance in Saskatchewan education. It is the basic premise of values clarification that to call certain ways of thinking 'right' or 'wrong' is indoctrination and that the development of the child's rational judgement is arrested by this indoctrination. They contend that the only democratic way to moral maturity is to free children to choose and create their own values. This thinking is evident in the rules of the game which are; that the teacher must not present her moral view of the value under study. The child must be free to choose his or her own moral values without the authoritarian influence of the teacher.

Values clarification prescribes a 7 Step valueing process:

1. You choose freely
2. You choose from alternatives
3. You choose after thoughtful consideration of the consequences of each alternative
4. You prize the value, cherishing it and being happy with the choice
5. You prize it enough to be willing to confirm your choice to others
6. You act on or do something with the choice
7. You act on it repeatedly in some pattern of your life[2]

Now let's consider the value of human life according to these 7 steps: That a student should freely value human life, should choose that value before such considerations as, say, one's usefulness, that a student should choose to value human life as result of thoughtful consideration of what valueing human life entails - this is most admirable.

1. Values Clarification was developed by Louis Rath and Sidney Simon associated with the National Humanistic Education Centre and the University of Massachusetts.
2. Rath, Louis; Values and Teaching

That a student should come to cherish human life, to be willing to confirm the value of human life to others - this is most commendable. That a student should value others in his life action and do it repeatedly - who could ask for more?

Now let's consider a values clarification classroom exercise. I am quoting from the Personal Social Curriculum of the Saskatchewan Department of Education under Group Activities and Guidance, page 8 & 9, which I found in my local school:

Discrimination Rank - Fifteen in a Bomb Shelter

There has been a nuclear war. Fifteen people are living in a bomb shelter which has the capacity to support eight people for a period of months before they can go back out into the world. The outside world has been destroyed and will be unable to support human life for at least six months. If any members of the human race are to survive, seven of the people in the shelter will have to be sent outside to certain death. You must choose seven people and you must come to a unanimous decision. The fifteen persons are then described. An example might be:

1. Bookkeeper, 31 years old
2. His wife, 6 months pregnant
3. Black militant, second year medical student
4. Famous historian-author, 42 years old
5. Hollywood starlet, singer-dancer
6. Bio-chemist
7. Rabbi, 54 years old

and the list goes on.....

Now let's apply the 7 steps:

That a student should choose freely and from alternatives after thoughtful consideration of the consequences, (the first three steps) that under certain circumstances the value of human life depends on one's usefulness, one's age, one's economic value. Steps 4 and 5: That the student come to cherish the value that human life is expendable under certain circumstances and to confirm it to others. And finally to act on or do something and to do it repeatedly; in this case the action will be to condemn seven of one's fellowmen to death.

Values clarification exercises do not present only moral values, moral being defined as; right conduct or duties.[3] Values clarification exercises present values - any values; moral, immoral and ammoral. Values clarification fails to distinguish the fundamental difference between a moral and non-moral question. Values clarification very fittingly falls under the category of Values Education but cannot qualify as Moral Values Education. Such exercises and techniques presuppose that the persons to whom they are applied already have a set of values which they can examine, evaluate, and if necessary, defend. Because children are in the process of determining moral values and have not arrived at a clear understanding, let alone an interiorization of values, values clarification straegies may lead to confusion rather than clarity.

3. Webster's Dictionary For Everyday Use, Ottenheimer Publishers, Inc.

C.M. Hamm and L.B. Daniels have stated: "The values clarification movement can be deplored for its failure to distinguish between moral values, 'good life' values, and private preferences with the result that methods perhaps appropriate for one area are damagingly applied in other areas, making the whole movement, if not totally bankrupt, at least in a large part confused and seriously misleading."[4]

Don Cochrane, presently in Educational Research at the University of Saskatchewan has this to say: "But what contribution does values clarification make to a theory of moral education? In their publications we find that Simon and associates have:

1. failed to distinguish moral from non-moral values
2. they do not distinguish what I do in fact value, from what it might be argued, I ought to value;
3. thus, they draw no distinction between what I am inclined towards, and what I ought to do;
4. finally, they do not, because they cannot, provide tools for the identification and resolution of moral problems and moral conflicts."[5]

I have prepared a list of the curriculum and programs in which we found the non-values or values clarification approach recommended or found values clarification exercises.

The Health Curriculum - all levels
It should be noted that in July 1978 the book: Values Clarification, A Handbook of Practical Strategies for Teachers and Students, was officially removed from the resource list in the Division 1 and 2 Health Curriculum because, I believe, of protest from the public. One year later in September 1979, Career Education Activities, A Teacher Handbook for Kindergarten, Division 1 and 2 from the Saskatchewan Department of Education was once again enthusiastically recommending Values Clarification, A Handbook of Practical Strategies for Teachers and Students.

The Family Life Section of the Health Curriculum
The Benziger Family Life Program
Family Life 30
Home Economics 30
Chemistry Curriculum 20 and 30
Economics 30
The English Curriculum
The Social Studies Curriculum - Division 1, 2, and 3
The Overview to Social Studies - Division 4
Grade 10 Social Studies - Man: a Study of the Individual
Personal Social Curriculum
Adolescent Problems and Decision Making Curriculum
Cooperation and Community Life Curriculum

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[4] Cochrane, Donald B.; Hamm, Cornel M.; Kazepides, Anastasios C.; The Domain of Moral Education, Paulist Press, New York/Ramsey The Ontario Institute For Studies In Education, Toronto page 32

[5] ibid., page 75

In recommending a different approach to moral values education we would like to point out that we feel that the idea that there are no basic principles which Saskatchewan citizens would ever agree upon is in fact a myth. Regardless of denomination, we believe that there are basic moral principles prescribed in our culture. We believe that all major religions agree on fundamental principles. These could be defined as: Respect for human life; we believe all cultures affirm what we refer to as the Golden Rule. The place of the family within society; the care and respect this implies to elders and parents - our duties to our children. Laws of justice, good faith and truthfulness, mercy and compassion. We firmly believe that these principles are common to us as a people. We believe that within a 'moral''framework such as this teachers could, rather than confusing their students help them to explore moral reasoning while always keeping in touch with their responsibility for their own behavior. We also believe that this is the only way to safeguard the teachers right to her own moral position without encouraging inculcation rather than education.

It is stated throughout the curriculum when recommending the values clarification approach that only values clarification avoids indoctrination. In studying values clarification we have come to understand however, that it is in itself a specific values system, namely; moral relativism. We believe that moral development is the interiorization of moral principles and that by studying 'ideal' moral behavior the youth of Saskatchewan will clearly come to understand personal responsibility. When the autonomy of the child is primary in education then moral relativism is the only logical moral code. When family autonomy and it's larger extention, the community as characterized by our democratic way of life, is primary in education, it is the good of all which is hoped will be served rather than individual enhancement.

When it comes to Family Life Education the use of values clarification is only one of the difficulties we see. We wish to express our concern that, whether it is in Family Life programs specifically, or the attitudes toward family and sexuality which emerge in other subjects, initially insufficient research was done before Family Life Education was implemented in Saskatchewan schools.

We all know that the family is where human-kind perpetuates itself. But more importantly, we believe that the family is where we all learned to be human, where we discovered how to love by being loved, how to relate to others by living with others; how to fail and how to acheive. Family Life Education deals with this center we all have, or once had in our lives. Most of what we need to know about functioning as a person we learned, or taught our children before they went to school. These basic lessons were taught by simply experiencing each other. Family life as such is not a course or a subject; it is an experience and we, the makers of the family - the moms and dads are the teachers.

We are troubled that before education in this essential area was attempted, that families were not asked what it was that Family Life Education could do for them? What were our expectations of Family Life Education? We believe that this is the crux of the ongoing struggles between parent groups and schools which continue to emerge throughout the province.

We believe that late as it is, until this step is taken, major conflicts over the teaching of Family Life will continue to erupt.

As parents we would like to voice what we feel are some important guidelines in this area of Family Life Education.

To be true to itself, Family Life Education must be for the purpose of strengthening the families it serves. One of the greatest threats to the family today, is the failure of parents to make their marriages work. By this we don't mean we should be insensitive to those who are from single parent families. But, Family Life Education must gently and carefully take the opportunities which arise to show children that moms and dads can have lasting marriages. We all affirm the ideals of committment and loyalty, but the signs of these ideals; committed loyal relationships are rarely held up for us to see. Instead we are inundated by bed-hopping soap operas and novels portraying everything but normal sexual activity. Family Life Education must if it is to be considered serious about strengthing the family, set as it's primary goal; the promotion of good marriages. This is the foundation of family life.

It is here that we come to the "how to" of Family Life Education. Sooner of later children learn the mechanics of sexual activity. How this information is presented will greatly influence whether they envision their future sexual activity within marriage or as a vehicle of personal gratification whenever and with whoever they choose.

What attitudes toward themselves as persons and toward the purpose of their sexuality will our children develop? Having set the perimeters by making marriage the foundation upon which the family is built, the "how to" becomes much easier. The purpose of sexuality which pervades our society is one of self-gratification. "If it feels good, do it!" The relationship between sexuality and child bearing has become blurred. Contraception continues to be sold as the answer to teenage pregnancy despite the fact that rates of teenage pregnancy continue to escalate even though we have greater contraceptive education and availability than ever before. Again we recognize that youth are limited in their cognitive development and are pre-occupied with self. These characteristics of youth make the kind of decision making required for effective contraceptive use very improbable.

In marriage bearing children becomes a legitimate possibility. The nurturing of children is both natural and responsible in this setting. Fertility awareness is the shared responsibility of both parties. Privacy becomes the environment for intimate sexual relationships. Fidelity is essential for a secure and stable family. A Fertility Awareness[6] approach within this context can put children and young adults in touch with the marvelous mystery of human sexuality and can encourage the self-discipline of premarital abstinence.

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[6] Fertility Awareness Resources:
Shivanandan, Mary; Natural Sex, Rowson - Wade
Parenteau, Dr. Suzanne; Planning Your Family the S.T. Way, Ottawa Serena Canada Publications
Aguilar, Nona; No Pill No Risk Birth Control, Rowson - Wade

In such a context which acknowledges the rightness and richness of permanently committed relationships and which reserves genital encounter to marriage, it is possible to present young adults with information about mechanical, chemical and surgical contraceptives. Such a wholesome milieu will enable young adults to see that contraceptives harm bodily functions and can lead to irresponsible sexual activity outside of marriage.

The language that parents use reflects the values that they hold. Parents speak of husbands and wives, mothers and fathers not males and females. They would not likely use the term 'mating' when discussing sexual intercourse with their children. Ordinarily parents speak of 'the baby in the mother's womb' not the embryo or foetus. These terms are correct enough but they don't reflect the loving and caring nature of the family.

It is recognized that the family is the most important link in the continuity of our cultural heritage. Our roots are not limited to language, costume and music. These are signs of our unique culture. The ideals we cherish, the priorities we choose, our moral and religious philosophies, are the sustaining threads which create the fabric of our lives. If the school is going to teach Family Life Education, a concerted effort should be made to make Family Life programs as locally oriented as possible. Family Life Education must not inflict foreign value systems and attitudes on families but rather must reflect a cooperation with and support for local religious and cultural values. This is particularily important with regard to native peoples whose culture has in a large part been destroyed by the imposition of European attitudes and life style.

We are concerned that Family Life programs simply by their format create in our children a changed attitude toward sexuality different from the family experience where sex is meant to be a private act. We feel that the message that comes through is that sex is not private and personal because the whole realm of intimate human relationship is discussed and viewed as a group. We believe that the natural inhibitions which make children reserved in their sexual behavior are broken down.

Every one in our society is subjected to a bombardment of deviant sexual behavior and violence through the media. Especially children become desensitized, that is; insensitive, numbed to the realities of suffering. I first became aware of the impact that the media has on the child's sensitivity when I heard James de Giacomo, a school teacher who deals in the area of moral education speaking about an experience he had with his students in New York City. He found that the vast majority of his students could sit through a viewing of a film on the Mai Lai slaughter in Viet Nam and show little of no response to what they were viewing. At the same time the parents of these same students could not tolerate being shown the slaughter of men, women and children at the hands of American soldiers without being physically sickened by what they saw. We can be sure that our children too are suffering the emotional abuse of desensitization through the impact of the media. Great care has to be taken to see that children are shown reasons for trusting, not reasons for further emotional withdrawal.

The media we feel is also responsible for leading our children to sexual confusion. Often expectations portrayed regarding sexual fulfillment are not realistic. The viewer may become confused about what is normal. We would hope that Family Life Education would serve to protect the sensitivity of the child and avoid dwelling on sexual deviations and perversions.

In closing we affirm that the future of our society is dependent on the health of the family. We believe that the quality of Saskatchewan education is directly linked to a supportive relationship between the school and the family. We have good reason to be proud of the system of education which exists in our province and anticipate an even higher quality of education in the future as a result of this curriculum and instruction review.

RECOMMENDATIONS

We recommend that all curriculum and instruction reflect respect for the autonomy of the family.

We recommend that any approach to moral values education recongnize:

1. that values clarification does impose the values system of moral relativism,
2. that moral development is the interiorization of 'moral' principles, and
3. that the promotion of moral values such as: respect for life, the special place of the family within society, laws of justice, good faith, truthfulness, mercy and compassion is the primary function of moral values education.

We recommend a different approach to Family Life Education. This approach should involve parents in the program at the local level in order to reflect community and family values. Ideally parents should be involved in the creation of Family Life programs.

We recommend that when Family Life is taught that it uphold monogamous marriage, fidelity, and premarital abstinence.

We recommend that children be separated by sex for any discussion of intimate human sexuality so that natural inhibitions may be maintained and the greatest degree of respect for the personal and private nature of human sexuality be assured.

We recommend that all teaching methods regardless of subject area reflect sensitivity and respect for the child and his family relationships.

On behalf of the teacher-librarians of the Estevan Comprehensive School Board, the Estevan Public School Board and the Estevan Separate School Board, we are here to give our endorsement and support to the brief: *The Curriculum and the Learning Resource Centre in Saskatchewan Schools* presented to the Curriculum and Instructional Review Committee by the Executive Council of S.A.E.M.S. on Saturday, February 26th in Saskatoon.

In doing so, we would like to bring your attention to the Department of Education sponsored materials on the *Utilization of Resource Centre Services*, the *Selection of Materials for the School Resource Centre* and the *Learning Resource Centre Facilities* planning kit as well as repeated briefs, submissions and reports which have been presented to the Department over the past few years. The failure of the Department to formulate policy and act on these recommendations would indicate that the "school learning resource centre has been, and is yet, underestimated by the Department as a means for students meeting curricular objectives".[1]

We would also like to point out that the public in its response to your questionnaire has placed a high priority on acquiring knowledge, which ranked third, and learning how to examine and use information which ranked fourth (Leader Post, February 15, 1983). Learning Resource Centres staffed with qualified teacher-librarians working in co-operation with the classroom teacher in utilization of the resources available, would be a step towards fullfilling this need.

The failure of the Department to make an appointment to the position, vacant since November, 1981, which provided leadership in resource centre development in the province is incomprehensible to the teacher-librarians who have depended on the guidance and professional development provided by this position. It is crucial that the Department not only fill this position, but that they also "investigate the feasibility of implementing a system of field personnel to assist in the Instructional Resources Section in the development of learning resource centre services throughout Saskatchewan".[2]

In conclusion, we would also recommend that every curriculum planning committee should include a teacher-librarian. The teacher-librarian should be involved in the location, selection and evaluation of resource materials and text books. The nature of a teacher-librarian's training, makes them more qualified to be involved in this part of every curriculum committee.

Prepared by
Mrs. Shirley Andrist
Teacher-Librarian
Estevan Comprehensive School

Footnotes

1. Moore, K. The Curriculum and the Learning Resource Centre in Saskatchewan Schools. S.A.E.M.S. January, 1983, p.2

2. A Report on Learning Resource Centre Services in the Province of Saskatchewan. Advisory Committee on Learning Resource Centre Services, May 1980; p. 13

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[illegible] health [illegible]. [illegible] suspect that many of [illegible] proposed changes [illegible]. They are made rather than pointing out [illegible] about these children [illegible] being taught. Apparently a questionnaire will be made available to anyone requesting it, but one must [illegible] that they [illegible] [illegible] [illegible] [illegible]:

1) [illegible]

[illegible]

"friendly" counselling. This can be best achieved through the school system under the guise of "health" or "family life" education or maybe even "social" studies. On the other hand, parents are just finding out that sex information will be taught as part of the "health" curriculum. It certainly has undermined the trust we used to have in those responsible for teaching our children. There is a natural shift to private schools for those who can afford it. For the rest of us, there is little choice but to accept what is being taught and to try to have some input into it

2) Confusion about value systems

- this is no problem. There are not two sets of values. You are being manipulated by those with financial clout to question whose values should be taught when what they want is sex facts given out with no moral guidelines attached. The result of sex education without a sense of right and wrong is obvious to anyone with any common sense. There is a special effort on the part of those with "liberal attitudes" toward sex to make this kind of education incorporated into the schools. The attached article shows that the object is to circumvent parental influence so children can be taught to accept perverted sex, fornication and adultery, and to consider those opposed as narrow-minded bigots.

- Increased sexual activity among young people is directly proportional to the increase in knowledge about contraceptives and the availability of abortion "services". Those most active in the industry are the main advocates of sex education in the schools. Its good for business. Planned Parenthood, for example, derives a large portion of its income from its many abortion mills and contributions from investors who perceive the future growth of the mushrooming abortion industry. They not only battle for sex education in the schools, but also are instrumental in having age of consent laws accommodate their trade. Their other concerns are just a smoke-screen so we will overlook their main objectives. We didn't have all this information and contraceptives available to us and there was no pregnancy epidemic. We had good solid reasons for not acting irresponsibly, and responsible adults helped us to make the right decisions. If I had the money and resources available to me that such organizations do to promote their ideas, there would be no sex education in the schools. Were leaving our children with decisions that many adults are unable to cope with. Remove the sex information and contraceptives and such, and watch the decrease in suicides, alienation and other problems young people are experiencing. It's unfair and irresponsible also to consider whether or not the students want this information. It's like asking a six-year old if he wants all the candy he can eat. Would he act in a mature and responsible way, or throw caution to the wind? Naturally, students will opt for sex education if asked. Offering information about contraceptives and "health" services to young people implies that it is alright to have sex with whoever and whenever they wish. Armed with this indirect approval, methods of preventing pregnancy, and "back-up" birth control, there will obviously be an increase in sexual activity, venereal disease, abortion, unwed mothers, and broken homes. Great business for the abortionist, contraceptive manufactures, and psychiatrists. Not so good for the misguided school girl.

3) Alarming statistics of teenage alienation, loneliness, and suicide

- this is no big mystery. It results from having no sense of direction. A result of sex education, among other things, that encourages people to experience anything free from any legal or moral restraints. When you are confronted with all the problems and granted all the pleasures of adult life at an early age, what is there to look forward to? School kids are being taught there are no absolutes. What is right or wrong, depends on the situation. This is devastating. Suicide victims are invariably people who have had little or no discipline rules in their game of life. Can you imagine playing any game where there is no penalty for a wrong move, or reward for a good one? What would be the point of playing? You could never win. You probably wouldn't play. Saying that "you cannot do this" or "this is wrong" also says, "I care".

There are not so many gray areas as some would have us believe. It is important to keep us confused so that we cannot be effective in opposing corruption and injustice. We have been told that if we don't approve of sex education in the schools, that we can simply keep our child out of that class - that's real dirty logic. They know that parents can't keep their children out of class like this because their classmates would reject and ridicule them. The family would probably have to leave the neighbourhood and keep the incident a closely guarded secret wherever they went for the protection of their children. And so, we are forced to let the schools teach this to our children even though we are bitterly opposed. The same logic was used, by these same people, to try to make us accept abortion killing. They said if you don't approve, don't have one. Why not remove legal sanctions against rape. If you are morally opposed to rape, no one will force you to do it, but dont impose your morality on us; stupid reasoning; all we can do is vent our anger and disgust through a letter such as this.

How can parents be effective in teaching their children the evils of homosexuality, abortion, pornography and the like when our schools give it this handy road to respectability? Even by being silent on these issues implies to our children there is something negative and disgusting about it. They may still try it, but they know it isnt acceptable. This gives them direction. They know how to become acceptable, respected, responsible members of the community when they decide they want to.

I would like to know who the groups are that profess to promote "healthy" living that you are in contact with and would appreciate the summary report of responses to the questionnaire. Ideally, I would like some assurance that sex or family life education, separately or as part of another course, will not even be considered as part of the curriculum. Since I am not given that choice, I would like to know what action would be necessary to encourage the Department of Education to ban it from the schools.

Tyler Benson.

MR. CHAIRMAN, COMMITTEE MEMBERS, LADIES AND GENTLEMEN. PLEASE ALLOW ME TO INTRODUCE MYSELF. MY NAME IS GORDON TOTH, BACHELOR OF ARTS IN PSYCHOLOGY UNIVERSITY OF WATERLOO; BACHELOR OF EDUCATION IN SECONDARY EDUCATION AND EDUCATIONAL PSYCHOLOGY, UNIVERSITY OF REGINA; GRADUATE DIPLOMA IN THE EDUCATION OF EXCEPTIONAL CHILDREN, UNIVERSITY OF SASKATCHEWAN, SASKTOON; MASTERS OF EDUCATION IN SPECIAL EDUCATION AND ADMINISTRATION, UNIVERSITY OF SASKATCHEWAN AND UNIVERSITY OF ALBERTA; DIPLOMA IN PSYCHOLOGY, KANSAS CITY, MISSOURI; CURRENTLY COMPLETING A DOCTOR OF EDUCATIONAL LEADERSHIP IN SPECIAL EDUCATION, SPOKANE WASHINGTON.

FORMALLY, I SERVED AS A JUNIOR AND LATER SPECIAL EDUCATION TEACHER AT THE POTASHVILLE SCHOOL DIVISION #80, FORMALLY SESSIONAL LECTURER IN SPECIAL EDUCATION, UNIVERSITY OF SASKATCHEWAN, SASKATOON; FORMALLY COORDINATOR OF EXCEPTIONAL CHILDREN KINDERSLEY SCHOOL DIVISION #34; FORMALLY ASSISTANT SUPERINTENDENT SCHOOL DISTRICT #5258 ALBERTA; FORMALLY CONSULTANT FOR THE INTERGRATION OF THE MENTALLY HANDICAPPED FOR SCHOOL DISTRICT #2, CRANBROOK, BRITISH COLUMBIA.

PRESENTLY, I AM EMPLOYED AS THE EDUCATIONAL PSYCHOLOGIST FOR THE ASSINIBOIA, BORDERLAND, WOOD RIVER AND GRAVELBOURG SCHOOL DIVISIONS. I HOLD PROFESSIONAL A, CLASS 6 TEACHING CERTIFICATES IN SASKATCHEWAN, ALBERTA, AND BRITISH COLUMBIA.

FROM THE ABOVE, IT SHOULD BE APPARENT THAT I SPEAK WITH SOME EXPERIENCE WITH REGARD TO THE EDUCATION OF EXCEPTIONAL CHILDREN. MY WORK IN SASKATCHEWAN, ALBERTA, AND BRITISH COLUMBIA HAS GIVEN ME THE OPPORTUNITY TO MAKE COMPARISONS AMONG THE WESTERN PROVINCES WITH REGARD TO CURRICULUM FOR EXCEPTIONAL CHILDREN.

SIMPLY PUT, THE STATE OF AFFAIRS, WITH REGARD TO CURRICULUM FOR EXCEPTIONAL CHILDREN IN THIS PROVINCE, IS AT BEST, LACKING. FOR WHATEVER REASON, WE HAVE FALLEN SO FAR BEHIND OTHER PROVINCES, WITH REGARD TO EXISTING CURRICULUM FOR EXCEPTIONAL CHILDREN, THAT WE ARE A VIRTUAL WASTELAND WHEN IT COMES TO PROVIDING CURRICULA TO SPECIAL STUDENTS IN THIS PROVINCE.

WHEN I LEFT SASKATCHEWAN SOME YEARS AGO, A CURRICULUM PROJECT FOR THE EDUCABLE MENTALLY HANDICAPPED WAS BEING DEVELOPED BY DR. SHIRLEY ~~ROLLICK~~ Rawlyck MCBRIDE. FOR THE LAST TWO YEARS I WORKED WITH DR. MCBRIDE IN BRITISH COLUMBIA. THERE, I HAD BEEN APPOINTED AS A MEMBER OF THE PROVINCIAL CURRICULUM ADVISORY COMMITTEE FOR EXCEPTIONAL CHILDREN FOR THE PROVINCE OF BRITISH COLUMBIA. WE OVERSAW THE DEVELOPMENT OF CURRICULUM, MULTIPLE COMMITTEES, WHICH INCLUDED CURRICULA FOR THE GIFTED, PROFOUNDLY HANDICAPPED, EMH AND TMH POPULATION AS WELL AS FOR THE LANGUAGE AND HEARING IMPAIRED, VISUALLY IMPAIRED, AND THE LEARNING DISABLED.

WHEN I RESIGNED FROM THE COMMITTEE AND RETURNED TO THIS PROVINCE, I WAS ASTOUNDED TO FIND THAT VIRTUALLY NOTHING HAD BEEN DONE REGARDING THE DEVELOPMENT OF CURRICULUM FOR EXCEPTIONAL CHILDREN SINCE THE WORK OF SHIRLEY MCBRIDE IN THE EARLY TO MID 1970'S. WHEN ONE COMPARES THE LONELY EMR CURRICULUM AT THE DIVISION III LEVEL TO THE MASSIVE CURRICULUM DEVELOPMENT PROJECTS WHICH HAVE BEEN UNDERTAKEN IN ONTARIO, ALBERTA, AND BRITISH COLUMBIA, WE ARE INDEED IN A SORRY STATE OF AFFAIRS. EDUCATORS MUST WONDER HOW WE IN SASKATCHEWAN ONCE SEEN AS LEADERS IN THE FIELD OF SPECIAL EDUCATION, COULD EVER FALL SO FAR BEHIND. I APPLAUD YOUR EFFORT TO LOOK AT THE NEEDS, AND HOPEFULLY THE WAYS AND MEANS THAT CURRICULUM CAN BE DEVELOPED IN THIS PROVINCE. I CERTAINLY HOPE THAT YOU DO NOT FORGET THE EXCEPTION

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CHILD. THOSE 12 - 20% OF OUR STUDENT POPULATION WHO REQUIRE SUPPLEMENTAL OR ALTERNATE PROGRAMMING AND CURRICULUM.

AS AN EDUCATIONAL PSYCHOLOGIST I AM FREQUENTLY ASKED TO PROVIDE CURRICULUM MATERIALS TO TEACHERS WORKING WITH SPECIAL STUDENTS. WITH PERMISSION OF MY SUPERINTENDENTS AND DIRECTORS, I OFTEN BORROW CURRICULAR ITEMS FROM ALBERTA, BRITISH COLUMBIA, AND THE UNITED STATES. I DO NOT LIKE TO DO THIS, HOWEVER, BECAUSE OF OUR DERTH OF CURRICULAR MATERIALS FOR EXCEPTIONAL CHILDREN, I AM LEFT WITH NO ALTERNATIVE. THE DEPARTMENT OF EDUCATION NEEDS TO PROVIDE LEADERSHIP IN CURRICULUM TO TEACHERS IN REGULAR CLASSROOMS, RESOURCE CENTRES, AND SPECIAL CLASSES WHO MUST DEAL WITH SPECIAL CHILDREN EACH DAY.

TEACHERS ARE NEVER SURE WHAT THEY SHOULD BE TEACHING THESE CHILDREN. THERE IS NO SCOPE AND SEQUENCE, NO OVERALL PLAN OF OBJECTIVES. WHEN A NEW STUDENT MOVES IN FROM ANOTHER DISTRICT, WE DON'T REALLY KNOW WHAT THEY HAVE TAKEN, WITHOUT CURRICULUM, TEACHERS DON'T KNOW IF THEY ARE REPEATING WHAT SOMEONE ELSE HAS TAUGHT, OR IF THEY ARE LEAVING OUT ITEMS THAT ANOTHER TEACHER ASSUMED SOMEONE ELSE WOULD BE TEACHING.

IN ADDITION, TEACHERS ARE NEVER SURE IF THEY ARE ATTENDING TO THE KEY ELEMENTS OF A GIVEN EXCEPTIONALITY. TAKE FOR EXAMPLE, THE ISSUES OF TEACHING LEADERSHIP AND CREATIVITY SKILLS TO THE GIFTED, LEISURE SKILLS AND SEXUAL KNOWLEDGE TO THE RETARDED, LINGUISTIC ASSISTANCE FOR THE HEARING IMPAIRED, ETC.

IN MY CONSIDERED OPINION, THE WHOLE SITUATION WITH REGARD TO CURRICULUM FOR EXCEPTIONAL CHILDREN IN SASKATCHEWAN, IS QUITE HIT-AND-MISS WITH ALOT OF GUESS WORK IN BETWEEN. I SUBMIT TO YOU THAT THE TEACHERS WHO HAVE EXCEPTIONAL CHILDREN WHO ARE GIFTED, MENTALLY HANDICAPPED, HEARING IMPAIRED, LEARNING DISABLED, OR DEVELOP-

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MENTALLY DELAYED, SHOULD NOT HAVE TO GUESS AT WHAT HAS BEEN, SHOULD BE, OR NEEDS TO BE TAUGHT TO SUCH CHILDREN.

I AM WELL AWARE THAT SOME WILL SAY THAT WITH SUCH CHILDREN WE SHOULD FOLLOW THE PROVINCIAL CURRICULUM. WE TOO, TOYED WITH THIS CONCEPT IN BRITISH COLUMBIA, THE IDEA OF "MINIMAL DISTANCE FROM THE CORE" WAS CONSIDERED IN GREAT DEPTH. BUT, AFTER ALL WAS SAID AND DONE, WE FOUND THAT THE NEEDS OF EXCEPTIONAL CHILDREN WERE SO DIFFERENT THAT AFTER DECIDING WHAT SHOULD BE ELIMINATED FROM THE EXISTING CURRICULUM AND WHAT NEEDED TO BE INCLUDED, RESULTED IN A PRODUCT THAT WAS QUITE DIFFERENT FROM REGULAR CURRICULUM.

I WOULD RECOMMEND THAT THE COMMITTEE GIVE VERY SERIOUS CONSIDERATION TO THE NEEDS OF EXCEPTIONAL CHILDREN, THEIR TEACHERS, AND THE SOCIETY AT LARGE, AND DEVELOPE STRATEGIES WHEREBY CURRICULA FOR OUR PROVINCE'S EXCEPTIONAL CHILDREN CAN BE DEVELOPED. CURRICULA WHICH WILL TUNE ITSELF TO THE UNIQUE NEEDS OF THESE CHILDREN AND THE SOCIETY IN WHICH THEY LIVE.

THANK YOU.

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BRIEF

to the

MINISTER'S ADVISORY COMMITTEE

SASKATCHEWAN EDUCATION

submitted by:

St. Paul's Council of the Catholic
Women's League
Saskatoon, Saskatchewan

February 26, 1983

FOREWORD

Although we are a Catholic organization and are speaking from our perspective as Catholic parents, we are addressing a problem which we feel is common to both the public and the Catholic systems. We have limited ourselves to remarks concerning the written materials of instruction - textbooks and curriculum guides. We realize that there are other factors which play a more significant role in education, such as the teacher or the school environment, but we feel attention must be given to the materials being used. The Department of Education is responsible for and has control over actual materials more than over other factors.

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INTRODUCTION

We believe that the family is the basis of our society and we are concerned that many school materials introduced in the last 10 years are based on a philosophy which is hostile toward family values and family life.

When the Benziger Family Life Program was introduced into Catholic schools a few years ago, we assumed it would be teaching values which contribute toward good family life - but when we read the program we were confused.

For example, a lesson on relationships of children and parents asked the teacher to tell the class about a time when he had had a disagreement with his own parents and it had turned out that he was right and his parents had been wrong. The lesson concluded with the questions:

1. Have your parents ever asked you to do something and you didn't understand why? 2. Would you rather be a robot or a human being?[1]

To imply that obedience to parents is dehumanizing does not seem to be a logical way to teach the values of trust and responsibility which are so important in family relationships. An examination of other subject materials revealed many of them seemed to be encouraging children to be rebellious and destructive. We began to ask why these lessons seemed so illogical. If this is how we teach our children, we will destroy ourselves. Why are we, as a society, acting so strangely? Then we read about the philosophy of secular humanism and realized that it seems to be the key to the changes in what our children are being taught in school.

The basis for our society, indeed for all societies, is the family. It is where humanity is formed, and where morality is learned and practiced. This view of the family is rooted in the laws of nature and an objective moral order. There was a time, not long past, when this view did not have to be stated.

Now there is a new view of the family which is competing with this view, seeking to replace it. School programs seem to be telling us that the family is a biological, sociological unit in which the individual happens to reside, which has no meaning beyond that which the individual chooses to give it. According to this philosophy, the autonomous self must look to satisfying its own needs, freely choosing and acting; everything else is subordinate. When the family, by its very nature, exercises moral authority over its members, it

[1] Benziger Family Life Program, Knowing Yourself, Glencoe Publishing Co., Inc., p.17.

may be considered by those with this view to be restricting the individual's pursuit of self-fulfillment and so may be seen by them as an instrument of oppression, as one which denies individual rights.

Secular humanism makes no sense to someone whose point of reference is as a person who believes in God. Belief in God used to be almost an optional part of life, although it was very important to many. Because our society was based on Christian principles, it could often be taken for granted. Most people recognized the values of truth and justice and understood the same meaning for these words, even if some chose not to live by them. We have come to realize that our basic position of whether or not we believe God exists has an effect on all subsequent thoughts and actions. In our society, Christian ideals are being replaced by the ideals of secular humanism. These ideals are a logical part of a philosophy which thinks of human beings as evolved animals and of the family as a biological unit where the individual happens to reside.

THE PHILOSOPHY OF SECULAR HUMANISM

Humanism refers to any philosophy which is concerned with human interests and ideals.[2] Historically, humanism dates back to the 15th century. It was a name given to a cultural movement involving interest in the Greek and Latin classics. From the beginning it was marked by two divergent movements; one which assimilated classical learning into Christian culture, and one which sought to revive not only the ancient arts but also the pagan spirit of those times.[3]

To believe in God is to be a theist. Theism is a religion which acknowledges God as the source of all knowledge and truth.

Secular humanism claims that man is the source of all knowledge and truth. Man is put into God's place. Man is his own creator. Man is to be his own redeemer.[4]

- It has been declared a religion in courts in the U.S.[5]
- It is a religion because it requires faith to believe in it. Although secular humanists claim that theirs is the only philosophy for reasonable, intelligent beings, their doctrine is not altogether reasonable and logical.

The Humanist Manifesto was first published in 1933 and signed by a handful of people, one of them John Dewey, the "father of modern education". An updated Manifesto was published in 1973, signed by 114 world leaders in fields of religion, philosophy, science, literature and the social sciences.[6] Many have signed it since and it has been updated again in 1980.

2. Webster's New World Dictionary, The World Publishing Company.
3. Funk & Wagnall's Standard Reference Encyclopedia, Standard Reference Works Publishing Company, Inc., New York, 1964.
4. Lamont, Corlis; The Philosophy of Humanism, Unger, 1965.
5. Gow, Kathleen; Yes Virginia There is Right and Wrong, John Wiley and Sons Canada Ltd., p.168, referring to Pa.v. Schempp (1963), Supreme Court of the U.S.
6. Kurtz, Paul; Humanist Manifestos I and II, Prometheus Books, Buffalo, N.Y., 1973.

Harvey Lebrun, lifetime member of the AHA has condensed the first article of the bylaws into two statements which summarize this philosophy and how it is to be applied.[7]

1. "A naturalistic, scientific, secular view of man and the universe that precludes any belief in or reliance on supposedly supernatural powers."

By the word "secular" secular humanists state that they believe that theism is "an unproven and outmoded faith" that is "harmful". "Reasonable minds look to other means for survival." (from the Preface to Humanist Manifesto II)

> Promises of immortal salvation or fear of eternal damnation are both illusory and harmful. They distract humans from present concerns, from self-actualization, and from rectifying social injustices. Modern science discredits such historic concepts as the "ghost in the machine" and the "separable soul". Rather, science affirms that the human species is an emergence from natural evolutionary forces. As far as we know, the total personality is a function of the biological organism transacting in a social and cultural context. There is no credible evidence that life survives the death of the body. We continue to exist in our progeny and in the way that our lives have influenced others in our culture.[8]

The word "scientific" means that the methods of science are paramount. Supernatural things cannot be proven, therefore, they do not exist.

> We find insufficient evidence for belief in the existence of a supernatural.[9]

The word"naturalistic" refers to the statement, "The human species is an emergence from natural evolutionary forces." This is where the secular humanist must make an act of faith. In the introduction to the 1971 edition of Darwin's Origin of Species, L. Matthews says:

> Belief in the theory of evolution is thus exactly parallel to belief in special creation - both are concepts which believers know to be true, but neither up to the present, has been capable of proof.[1]

Science so far seems to support the theory of special creation - that species evolve within themselves but each new form of life on earth required a special intervention by God. Sir Julien Huxley, a prominent author on the subject of evolutionary theory and a signer of Humanist Manifesto II, regards the evolutionary theory as the primary and most essential element in Secular Humanism.[10]

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7. Lebrun, Harvey, Humanism With a Capital H, Prometheus Books, Buffalo, N.Y., 1973, p.182.
8. Kurtz, Paul, Humanist Manifestos I and II,Prometheus Books, Buffalo, N.Y. 1973., p.17.
9. ibed., p.16
10. Huxley, Julien, "Evolutionary Humanism", Humanist, Sept/Oct., 1962.

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2. "Morality is based on human experience, imbued with compassion for one's fellows that calls for commitment to the betterment of humanity through science, democracy and reason, without any limitations by political, ecclasiastical or other dictates.

"Based on Human experience" means there are no unchanging moral rules; morality is relative and subjective. All persons decide for themselves what is right and wrong for them. The word "compassion" apparently means something entirely different to a secular humanist than it does to others. Abortion is considered compassion for pregnant women; euthanasia is compassion for the old and the sick; suicide is considered a kind and generous act; free sex is compassion for man in his physical need.[11] "Free sex" may include homosexuality, beastiality, or incest - there seem to be no limits to what is meant by this. That people can call things like this compassion when they are the cause of so much suffering shows us a flaw in the logic of secular humanism, but it also shows us its power. If we want to believe something it doesn't have to be logical. One of the real motives behind these things is the secular humanist goal of population control.(See fourteenth article of Manifesto II.)

The "betterment of humanity through science, democracy and reason" implies that secular humanism is not a passive philosophy. It includes a commitment, apparently, to changing the world. Examples of people from history who used secular humanist philosophy include Mussolini, who justified war as an evolutionary force, and Hitler, who was committed to helping evolution in the creation of the master race.[12] In their commitment to the betterment of humanity these people acted without "limitations by political, ecclasiastic or other dictates".

SUMMARY OF MORALITY - The secular humanist believes that humanity is the highest form of life on earth. It seems that persons who have developed to their own highest potential are at the absolute top. They decide for themselves what is right and wrong and choose their actions freely with no limitations. Laws have been made by their inferiors, therefore, they do not bind them. In their commitment to the betterment of humanity, they may make decisions for others because no one knows better than they. There is no law higher than themselves.

The effect of secular humanist thinking is a change in people's image of themselves from that of male and female created in the likeness of God, to an image of themselves as the highest evolved animals on earth. When this has been achieved, secular humanists believe people will operate on pure reason and intelligence, free from the unreasonable influences of culture and religion.

11. Kirkendall, Lester, A New Bill of Sexual Rights and Responsibilities, Prometheus Books, Buffalo, N.Y., 1976.

12. Clarke, R., Darwin, Before and After, 1948; as cited in Congressional Record, Washington, D.C., Vol.125, No. 169, note 258.

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There will always be a lot of people around who never reach their highest potential, but these people will be easier to manipulate "for the betterment of humanity" if they too are free from cultural and religious beliefs. These are beliefs which people have fought for in the past and so they must be eradicated. B.F. Skinner, leading behaviorist and signer of the Manifesto, in his book, Beyond Freedom and Dignity, argues that man is simply a machine without dignity or worth and that man should be controlled by a manipulative statist environment.

SECULAR HUMANIST INFLUENCE ON EDUCATION

The goal of secular humanism is to change our philosophy. To do this, cultural and religious beliefs must be replaced with beliefs based on evolutionary principles. This is being done through education.

> The separation of the traditional theism from the state was a goal of John Dewey, a signer of Humanist Manifesto I. Besides Horace Mann, John Dewey has had the greatest influence upon modern "progressive education". As an evolutionary humanist, Dewey believed that the evolutionary process had finally reached a state of consciousness in man who could thereby control future evolutions. (Dewey therefore made systematic application of evolutionary concepts to the curriculum and methodology of public education.) 13

About four years ago, a teacher who had been away from teaching for six years told us she was shocked at some of the new materials, so we may be looking at changes that have occurred in the last 10 years. The emphasis seems to be on violence and cruelty, preoccupation with death, and disregard for authority. All subjects may contain this material, even the little stories in the language and spelling books. An example is the Signal Series of readers beginning with Sense in Grade Seven. The justification is sometimes put forward that children have been so de-sensitized by television that it requires greater and greater stimulation to hold their interest - but this does not make sense unless our goal is the development of totally insensitive people, because the result of using the materials is further de-sensitizing of the children.

We do not object to evolution being included in science programs, but evolutionary principles are part of family life programs starting in Grade One. Because creation compliments evolution so beautifully, it seems to be important to evolutionists that it not be mentioned.

Library books follow the trend to "realism" in children's literature. The librarian of the Youth Department of Saskatoon Public Library refers to "books which cause parents sleepless nights". Books written for 10 to 12 year olds attack the whole idea of family life which has provided stability in our society. In one book, 11 year old girls discuss their single mothers having intercourse

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13. Morris, Henry., Education for the Real World, 1977, cited in Congressional Record, Washington, D.C., Vol. 125, No. 169, p.26.

with boyfriends because they enjoy it and not to have babies. These girls conclude that living in regular families would be a"drag" because you can't always do just what you want. This book, called Mom, the Wolfman, and Me by Norma Klein is highly recommended in the Saskatoon Public School Family Life curriculum for Grades 7 and 8.

Sex education is considered important enough by secular humanists to have a catagory all to itself. Changing of people's self-image requires that we change our sexual self-image. A man who signed the Humanist Manifesto, Lester Kirkendall, was one of the founders of the Sex Information and Education Council of the U.S. (SIECUS) Some objectives of SIECUS have been stated by Marianne and Sidney Simon, in a paper titled"Sexuality and the School."

> Some changes are desperately needed. Schools can no longer be permitted to carry out such a horrendously effective program for drying up students' sense of their own sexual identity. The schools must not be allowed to continue fostering the immorality of morality. An entirely different set of values must be nourished. 14

Secular humanist courses on human sexuality are in schools all over North America. Courses may have local names but the content is usually consistent with the philosophy of SIECUS. (The Catholic program which was mentioned, Benziger, was a rewrite of Becoming A Person Program which was written by Fr. Walter Imbiorski, who was on the Board of SIECUS at the time.[15]) Sex education used to mean half an hour in the nurses' office in about Grade Six, to fill in for the kids whose parents didn't tell them the facts of life. Now it's called Family Life Education. Every area of sexuality and morality is covered. It takes from Grade One to Grade 12, 12 years to unlearn family and christian values and incorporate a whole new set of values.

Family Life 30 was developed locally for use in Saskatoon public high schools. It has modelled its statement of aims and goals on those of authors, Esther Schultz and Sally Williams, members of SIECUS. This statement says the program rejects as a goal to "re-establish the family more firmly as the corner of our society" and centres instead on the individual and his or her own needs. The authors of Family Life 30 repeat the arguements of SIECUS that the public school may not teach values because there is no longer a code of ethics in our society on which all people agree.

This seems to be the most common arguement used to justify the moral relativism found in education. It is simply not true. Diverse as the culture of Saskatchewan may be, we believe the ethnic and religious groups of which it is composed

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14. Simon, Marianne, and Simon, Sidney B., "Sexuality and the School", Colloquy, May, 1970.
15. Chambers, Clair, Siecus Circle, Western Islands, 1977.

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would have no difficulty in agreeing on society stabelizing values which are essential to their own survival. There is a clear distinction between broad society preserving norms in the area of family life, and the sectarian religious beliefs on which people differ. Experience teaches that it is in stable loving families that mature, healthy citizens are formed. Therefore, one of the prime social goals of our educational system must be the creation of secure, loving families.

One of the Aims and Objectives of health education, according to the Health Education Curriculum Guide, for Divisions I and II, (April 1977) is, "setting up own moral standards of conduct". To this purpose, values clarification is suggested throughout the program. (This is Grade One to Six.)

Values clarification is a tool which is used in programs to change children's values. The students analyse what they believe and who has influenced them. They are encouraged to reject the values of others,(parents, teachers, and church,)and freely choose values which are their own. The criteria of a right value is not what the value is, but rather, has it been freely chosen. Louis Raths states:

> Values clarification is the most popular approach to values education... It professes to be concerned primarily with the process of valuing, and thus it can be made to ap~~p~~pear non-controversial and morally neutral... The process of values clarification is not morally neutral but comes laden with a particular set of suppositions and assumptions. 16

SUMMARY

We believe that the family is the best provider of the health, education and welfare of its members. Public institutions should support the family in its primary role. Failure of individual families to meet the needs of members does not mean that the family as an institution has failed. The support systems needed by all of us can only be found in the family. The rising epidemics of suicide, violent crime, sexual and drug abuse are symptoms of a loveless society. The most efficient technocratic machine will not provide the human relationships which are found naturally in families.

If we are loosing our family orientation it is by default. No valid arguement has been made for its replacement. Yet, the media and education, the two most powerful influences outside of the family, are presenting the view of human life based on the transient relationships of the autonomous individual, rather than the ideal of living in the permanent community of persons which is the family.

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16. Raths, Louis E., The Ethical Quest in a Democratic Society", grant proposal submitted to the National Endowment for the Humanities, Division of Education Programs, Washington, D.C., November 1974.

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Historian H.G. Wells said that civilization requires just two elements - agriculture and the family. Bruno Bettelheim, noted psychoanalyst says, "If a society does not relatively taboo sex, children will grow up in relative sexual freedom, but so far history has shown such a society cannot create culture or civilization - it remains primitive. It is unable to develop family nor the self-discipline required to maintain family." Historian, Thomas Molnar says, "For man in quest of meaning and of decent life forms, humanism is not an option, it is moral and spiritual suicide... There has never been a society resting on 'humanistic values, only, as said before, a liquidation of society which was slowed down by still lingering Christian values." 17

RECOMMENDATIONS

The St Paul's Council of the Catholic Women's League asks the Minister's Advisory Committee to recommend that the Saskatchewan Department of Education reject the secular humanist view of society which we see being imposed on education systems in North America and reaffirm that the family is indeed the cornerstone of our society. We ask that the Department of Education require that methods and materials which promote secular humanism and are hostile to the Judaeo-Christian tradition of Saskatchewan people be removed from all programs in Saskatchewan schools.

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17. Molnar, Thomas, Christian Humanism, A Critique of the Secular City and Its Ideology, Franciscan Herald Press, Chicago, 1978, p.164.

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saskatoon catholic schools

A BRIEF

TO THE MINISTER'S ADVISORY COMMITTEE ON CURRICULUM AND INSTRUCTION

FEBRUARY, 1983.

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A BRIEF
TO THE
MINISTER'S ADVISORY COMMITTEE
ON
CURRICULUM AND INSTRUCTION

A joint presentation by the teachers,
trustees, and administration of the
Saskatoon Catholic Schools.

February, 1983

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1. Introduction

The Saskatoon Catholic Schools welcome the opportunity to make a presentation to the Minister's Advisory Committee on Curriculum and Instruction. This brief is the result of much discussion among teachers, administrators and trustees representing the Saskatoon Catholic School Division. In preparation for this joint presentation we have examined educational philosophy, policies and practices, particularly as they relate to the curriculum and instruction in our schools.

As background to the analysis and suggestions which follow, we would like to outline briefly the perspective from which we speak. As a Catholic Separate School Division with over nine thousand students and five hundred professional staff members we are proud of our achievements in education. Immersion programs in French and Ukrainian, Community Schools, Associate Schools and a wide variety of special services to the handicapped, disabled and gifted provide a high quality educational program.

As a Catholic Separate School Division we emphasize the importance of our legal right to exist, especially since that right provides us with the unique responsibility to serve Christ through service to our students. We consider our commitment to Catholic ideals as a special kind of faith which guides our goals and our teaching. As a partner in schooling with the Department of Education we commend the initiative of the Department in instituting a curriculum and instruction review.

Our presentation is not intended as a research document but rather as an expression of what we experience to be the realities of schooling today and the needs for the foreseeable future. We have recognized certain fundamental changes in society which affect in particular, our families, our children and our teachers. We believe that by attempting to understand society today and with a clear vision of what ought to be in the future, we can provide some practical suggestions for clarifying the role of the school in society and in defining the nature and purpose of the school program.

2. Social Issues

It is clear that schools are always searching for a better focus for their goals, programs and organizations. A curriculum and instructional review must start with a valid description of the aspects of our society which are relevant to education. Because of the complexity of society today it is difficult to comprehend both the problems and the potential of schooling without understanding the forces which are shaping education. Manifestly, it is beyond the scope of this presentation to analyse fully all the aspects of our society which affect education in general. Therefore, our objective is to describe briefly the conditions which we see at the roots of the changes in schooling as we know it. Following is an outline of some of the major factors in our society which we believe have a profound influence on education and schooling now and in the foreseeable future.

a) Changes In Institutions In Society.

Traditionally and ideally schools have relied on the family, church and community for mutual support in the education of young people. In reality we are experiencing a startling decline in the influence of the family and the church in particular. Increasingly many members of society (including children) are suffering tendencies toward alcoholism, suicide, violence, drug abuse, and other forms of anomie. Financial stress, alienation and the difficulties of parenting add pressure upon contemporary families. Because of these and other factors more and more parents are relinquishing much of the formal control over their children's upbringing and vesting it in the school and other social agencies. At the same time many other families are expressing concern that too much has been taken over by the formal institutions of society including the school system. These parents are asking to retain control over many of the social and moral aspects of their children's education. As is often the case the education system is caught attempting to accommodate the often conflicting demands of society.

b) Technological and Electronic Changes

Concommittant with changing family and community life are dramatic advances in science and technology. As a result of scientific developments human beings are able to live longer and healthier and many have access to an almost unending array of material goods. Developments that once seemed impossible or futuristic are now commonplace. Computers are increasingly doing much of the work in society and information processing is itself becoming one of society's great industries. At the same time the forces of science which have released us from much of the drudgery of life also have unleashed an electronic assault on our senses and our reason. The great impact of the media on learning and life styles is one of the new facts of our lives. One need not be a philosopher to recognize the irony in a society in which man's technology can be used either to visit the moon or to destroy totally life on earth!

c) Disparity Within Society

The great technological advances in communication and transportation enable all of us to become fully aware of the conditions under which much of the rest of the people of the world live. These facts of life including poverty, despair, and starvation are brought into our homes from around the world every day. Indeed, we must remind ourselves that poverty and deprivation are a way of life for many, even in our own province. Similarly, it would be wrong for us to assume, even in our enlightened society, that all citizens have equal access to the resources of our society.

d) Choices of Futures

Faced with the mixed blessings of our complex, dynamic society we must resist the temptation toward pessimism and hopelessness. As a Catholic School Division, we express unequivocally that despite the distressing signs of serious problems in our society, we still have great hope for the future. We know school can contribute to an education which reflects the liberating promise of Christianity. We believe firmly that we can control our future and that education and schooling have a vital contribution to make to that future. It is necessary that our education system maintain and improve the process of developing each person's abilities, values, and knowledge so that he or she may survive and contribute to his or her society. We believe too that concern for the individual student, particularly those suffering physical or mental handicaps, emotional or learning disabilities, is a priority if we are to begin to address the social issues which face us.

3. The Role of the School and the Role of the Teacher

In the light of significant changes in society it is almost self-evident that a transformation is necessary in the traditional role of the school. Although schools have been one of the most stable institutions in society they also can be legitimately criticized as being somewhat static and unresponsive to the large scale changes in society. We have seen that school programs have changed, or more accurately that large numbers of courses have been added to the curriculum over the last two decades. It could be argued, however, that these changes have not represented fundamental alterations to the role of the school.

It is our observation that we can no longer assume that the role of the school as an institution is the same as the role of the teacher as a trained professional. It is clear that the role of the school has, in many instances, extended much beyond the traditional teaching function. Consequently, there is an urgent need to transform our expectations of the school in general. The great diversity among school communities is reason enough to permit schools a wide range of roles.

By comparison the role of the teacher is a more limited one and must be by definition separated from the large-scale role of the school in society. In short the service demanded of the school is much broader than that provided by the teacher. We state simply that - the role of the teacher is to teach! Imbued with a sense of caring for the individual and, we believe, true Christian love, the trained professional teacher must be provided with the freedom and responsibility to guide students learning according to the established goals of the school learning program.

Since the role of the school is a reflection of both the expectations of the community, and the nature of society, a new kind of flexibility is required of local and provincial educational authorities. Demands on the school can vary from basic needs to expanded opportunities. Whereas some school communities require nutrition programs, formal after school activities, or a variety of counselling services, other communities often expect enriched skills courses, second language opportunities, or sophisticated fine arts programs. The range of demands upon schools is awesome and will require new forms of inter-agency or inter-departmental cooperation. Social services, health and welfare, immigration, recreation, culture and youth, and others will have to address the issues facing society. The local school is the logical focal point for much of the activity of these governmental agencies, volunteers, and other self-help groups. It has been a common plea for some time that schools, at least the school facility, should be made more readily available to the young and old as well as to the school age population. Although this is occurring in many instances, it is our suggestion that this trend should be encouraged and accelerated.

Although there are large numbers of social issues which concern the school age population, it is also true that there is a growing host of agencies attempting to cope with these issues. Many if not most of these agencies must interact regularly or intermittently with schools and school personnel. However it should not be construed that these services are necessarily part of the school learning program. We reiterate that if there is to be increased involvement of a variety of social services and other agencies, there should be as much as possible a clear separation of these activities from the role of the teacher in the classroom. As it is now the expanding role of the school often causes confusion in the role perception among parents, students, teachers and the community at large.

Though a clear delimitation of roles is required schools must continue to encourage and facilitate cooperation among those concerned. This may require more specialized personnel including counsellors, social workers, chaplains, and other specialists. At the same time the teaching role will require an unique type of flexible, compassionate person able to understand the needs of all learners. Under these conditions we look to the Department of Education, in cooperation with local jurisdictions, to clarify the general limits of the school learning program.

4. The School Program and Teacher Inservice

If we recognize the nature of fundamental changes in our society and we can see redefined role of the school and the teacher it follows that new perceptions and definitions of the school program are needed. To this end there is a challenging role for the Department of Education to provide leadership. Whatever developments are undertaken it is necessary at the outset to accept some fundamental principles for the change process. These include:

(1) Trust - Cooperation among parents, trustees, teachers, education officials, students, and the university will be productive only in an atmosphere of honesty and good faith.

(2) Flexibility - The dynamic nature of our society and its institutions demand that the ability to adapt to change must be built into all decisions, plans, and policies.

(3) Preserving the Valuable - Many excellent projects, policies, and practices have been undertaken in the recent past. We must learn from these experiences and build on the good ideas.

(4) Decentralization - Devolution of authority is necessary if meaningful change is to be sustained. It has been shown that when individuals and groups retain some control over the plans and decisions which affect them, results are more meaningful and commitment is increased.

When changes are considered for the school program, an appropriate starting point is the accumulated wisdom of educational research, thought and practice. Obviously a careful review of such knowledge could generate many possible alternatives for the philosophy, the development, and the delivery of the school learning program. Following is an outline of some specific recommendations for the school program. These suggestions are offered, not as absolute answers, but rather to generate discussion and to crystallize issues related to the purpose and practices of the school program. We believe that, if the principles behind these suggestions are accepted, then the processes for change can be easily accommodated. It is our belief that the following practical, philosophically sound model for change can serve as an outline for program development, delivery, and in-service education.

A. Philosophy and Goals for Education

Many misconceptions and misinterpretations could be clarified by a statement of what the people of Saskatchewan believe about learning and the goals of education. It is our belief that a philosophy of education should be based on what is known, in theory and in practice, about the psychology and sociology of human growth and development. The ideas of Maslow, Piaget, Havighurst and others could form the basis for this approach to a philosophy of learning. Recent research in brain growth and other psychological and physiological theories can provide valuable insights into understanding how people learn. This suggests for example that education should be:

1) learner-centered
2) future oriented
3) concerned with the socially-desirable person
4) lifelong learning

A logical consequence of a responsible statement of philosophy would be the clear expression of a set of goals for schooling. A Special Task Force or other "blue ribbon" panel of recognized experts from all aspects of society might be established to articulate these goals.

The regeneration of the Department of Education program responsibility would create an educational system which recognizes lifelong learning as a fact. It would also describe a specific role for the school in that process. School programs could be developed on the basis of a philosophy of learning rather than on subject matter, content or specific skills. Curriculum content, rooted in the knowledge of human development, would emphasize real-life experiences including social and personal skills. A strong orientation toward individualized instruction would be necessary.

B. Program Development

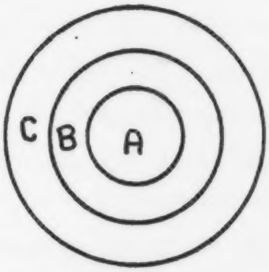
Within the context of a philosophy of education and with long-term goals clearly outlined, a number of practical changes would serve to begin a period of transition. Following are some suggestions for re-organization re-orientation which the Department of Education might consider.

1) Where possible but particularly in Division I and II there should be an immediate attempt to clarify and consolidate courses and curricula. This would have the effect of relieving the unwieldy numbers of programs and providing a much needed integration and correlation among school learnings.

2) The concept of a core curriculum has been much discussed and it is appropriate that the curriculum and instructional review examine the general nature of a core curriculum. We suggest that, as a starting point, the following be considered as the beginnings of a core curriculum; a) social and environmental studies, b) communication, c) pure and applied sciences , d) the arts, e) student services. Student services would provide support for the physical, mental, emotional, social and spiritual growth of the student. The scope, sequence and balance of the core curriculum would be a consideration for an overall program policy.

3) Further to the core curriculum, we recommend that local jurisdictions be provided the freedom and authority to develop and implement local courses. The following diagram illustrates this type of core curriculum.

LEVELS OF PROGRAM DEVELOPMENT



A. Mandatory courses - developed and implemented on a province-wide basis (i.e. Communications).

B. Necessary courses - could be developed at local level within Department guideline (i.e. Social and Environmental Studies).

C. Optional courses - developed by local jurisdictions (i.e. Religion, Family Life).

4) There is a need to enhance and rationalize the program development practice. By limiting its attention to the core curriculum the Department of Education would be able to provide leadership in a narrow field with more impact. Local jurisdictions with the inclination and resources should be encouraged to develop and implement courses. This is particularly important in value oriented education. As a Catholic Separate School Division we believe that moral and ethical education is guided by the teachings of the church. We believe also that more responsibility for program development and implementation should be vested in the regional education offices.

5) As the provincial authority the Department of Education could serve a valuable communication role as a "clearing house" for successful educational ideas. Many innovations could be profitably shared among jurisdictions. By utilizing highly skilled program officers implementation and teacher in-service would be facilitated. In keeping with the principle of decentralization it is suggested that such program officers would be available through regional offices.

6) One of the most successful initiatives undertaken by the Department of Education in recent years is in the field of Special Education. The model for a philosophy and organization of a "learner-centered" concept is contained in Special Education policies and practices. Consideration should be given to the applicability of expanding some of these ideas into mainstream education. Similarly an examination of the principles and practices of Community Schools, Alternative Schools, or Designated Schools might provide guidance for future program development.

7) With a move toward learner centered education through consolidation and regeneration of the existing system, some particular policies will come under scrutiny. The concept of continuous progress is one such policy. Although that idea is consistent with the philosophical framework we have presented, it must somehow become more than an inert idea as it is now. One alternative is that the program development system be reorganized into broad areas of (1) pre-primary experiences, (2) primary school, (3) middle school and (4) senior school. Thus program development would reflect the learner-centered concept. It is our belief that many concerns such as student evaluation, will be better addressed if school programs evolve out of a sound workable philosophy and a clear set of educational goals.

5. Inservice Education

Implementing changes in educational philosophy and school programs means changing the ideas and practices of teachers. There are obviously important implications for pre-service training which we consider beyond the scope of this presentation. We have confidence that some changes can be initiated through the co-operation of the existing authorities including the University, the Department of Education and the Teacher's Federation .

Our specific concern is in regard to inservice training for professional development for practicing teachers. Most classroom teachers see clearly that a continual process of re-education is necessary to maintain professional growth and to carry out responsibilities. Even at present there exists a great number of possible types of inservice. These range from personally initiated activities to those required for a whole school system. Whatever the activity, the essence of inservice is nurturing change in programs, methods, beliefs or practices. To be successful an inservice program requires a commitment by the assignment of time, money and priority to that activity. As with so many aspects of education we have already a considerable amount of knowledge and experience to draw upon for methods of inservice education. The general principles which guide the program development (trust, flexibility, preserving the valuable, and devolution) apply also to inservice. Models such as the internship workshop are examples of successful ideas which could be enhanced. There is perhaps no better example of lifelong learning practice than that of the classroom teacher who, seeing conditions have changed, takes steps to adapt to that change.

6. Summary

As a conclusion to this presentation the following statements attempt to summarize the major thrusts of our viewpoints and suggestions.

1) Of primary importance is the preparation of a clear statement of educational philosophy and a generally acceptable set of goals for education in Saskatchewan. This could be done through a goals commission and or perhaps by revitalizing the Education Council.

2) In the light of changing societal conditions a Task Force or other study group should be established to describe realistically the nature and extent of cooperation among those providing services through the school. This includes government departments, volunteer agencies, community groups and others.

3) Because of changing social condition and the diversity among school communities, it is necessary to clearly outline the role of the school and the role of the professional teacher in education.

4) The heart of any educational regeneration is the teacher and the school program. To encourage the development of an educational system that will respond to the needs of learners now and in the future a transformation is necessary in program development, delivery and inservice education. Some practical steps that might be considered to encourage this transformation are as follows: (a) to clarify and integrate existing courses and curriculum; (b) to outline a core curriculum; (c) to provide for local and regional program development; (d) to utilize some of the existing good ideas especially from some local jurisdictions or other projects.

5) If new ideas are to become realities in our schools, serious consideration must be given to the process of inservice education for practicing teachers.

6) Any and all changes to the philosophy, policies or practices must be propelled by a spirit of trust and cooperation among all levels of education. At the center of any change must be a concern for the students we serve now and in the future.

This presentation was prepared on behalf of the Saskatoon Catholic Schools Liaison Committee by the following:

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A Brief to the Curriculum and Instruction Review Committee of the Saskatchewan Department of Education

The Saskatoon Multicultural Council is pleased to have the opportunity to present this brief on the need for Multicultural Education in Saskatchewan schools, and highly commends the Committee for its work toward this end of bringing about curriculum reform.

A. The Basis of Multiculturalism in Canadian Society

Professor Dan Dorotich of the Department of Educational Foundations, University of Saskatchewan, writes in Education and Canadian Multiculturalism: Some Problems and Some Solutions: "Only pluralistic cultures seem to be invariably dynamic and robustly creative. A multicultural Canada, where all people enjoy equal rights and opportunities for self-expression and self-fulfillment, might become a model for the rest of the world to follow and to be inspired by."

Since 1971, Canada has had an official policy of Bilingualism and Multiculturalism which has been endorsed or adopted by different provinces to various degrees. By Multiculturalism we mean the right to preserve one's cultural heritage and to share that cultural heritage with others. The common goal here is understanding and acceptance of cultural diversity - - the mainspring of Canadian Democracy. At the national level the Commission on Bilingualism and Biculturalism was established in 1963. Under vigorous protest from ethnic groups, (non-English, Non-French) and others, the Commission was later mandated to recognize the contribution to Canadian life of the "other groups", and to safeguard this and make it part of Canadian culture.

The policy of "Multiculturalism" was announced on October 8,1971. At that time over 26% of the Canadian population was non-British, non-French and non-Native, and included 75 distinct ethnic and cultural groups.

The policy of Multiculturalism **may be** viewed differently by different people. We believe it is the task of the school system to impose at last, some order on the learning materials in this most crucial area of education. That we all have the right to fully participate in Canadian democratic institutions has been verified and reinforced by the Charter of Human Rights, Section 27, which states that the "Charter shall be interpreted in a manner consistent with the preservation and enhancement of the multicultural heritage of Canadians".

Fortunately some protection is now afforded through legislation for the rights of visible minorities and others such as Doukhobors and Hutterites, but the last two decades of evolving human rights legislation has not solved all problems. Elimination of injustices may be possible through the legal process, but prejudice and discrimination can only be removed through education.

If we define education as a process of socialization and the means of transferring knowledge, values and behavioral patterns to the next generation, then it becomes imperative that our educational system become cognizent of our own sociocultural reality. Our young people ought to develop competence in several systems of standards for perceiving, valuing, behaving and interpreting. Canada today is a multisocial, multiethnic, multilingual, in short, a multicultural society.

The world of tomorrow is going to be even more interdependent than that of today. It is already a "global village" where events in one part can not but affect the whole of it. Canada is unique in constiting a "mini world" today, with its mosaic of cultures. The need is of challenging our educational system to equip our young people with skills, attitudes and understanding that will allow them to live full and creative lives in an inter-cultural, international, framework.

For the educational system to become more relevent to the needs of our country, both present and future, is to give young Canadians their identity through a better self-image, to give them pride in their own heritage, help them develop respect and tolerance towards others who are different, and to give them the richness of many cultures (languages, music, literature, foods, dances). All this would require a many pronged educational approach to bring about change.

Just as today's attitudes and behaviour are the result of yesterday's education, the Canadians of tomorrow are being prepared in our schools today. In Canada we can say that there is no majority group except women. All the groups are one or another of the minority categories. This is not saying that there are no dominant groups. Anglo-celtic and French groups have dominant influence in different parts of the country. The "dominant groups" derive their status from their control of political, economic (business and commerce), and most of all from the educational system. It is the educational system, that which through its traditional role of molding students, acts to perpetuate the status quo. However, it must also be recalled here, that in Saskatchewan the non-English, non-French people are in the majority; our educational curricula have not reflected this fact.

B. Multiculturalism and The Schools

It is generally accepted that no single group has a greater impact on the attitudes and understanding of a community than do public school teachers: children are influenced by them and they in turn influence parents. Teachers can thus offer excellent means of satisfying the public at large to the implications of living in a multicultural society.

Within provincial jurisdiction, curricula may be changed or revised, but teacher training and attitude have to be emphasized, because without a change, the teachers' outlook and attitude, they may relapse into what they know best - - the old curriculum. They may be reluctant to use relevant but new, unfamiliar, learning materials. If a multicultural society is our goal, and education is the means of achieving that goal, then multiculturalism has special implications for our educational system, both students and educators. The educational process is one which strives to breakdown barriers of myth, and prejudice and brings about understanding for all and opportunities for full participation in sensitive and responsive Canadian society for ethnic minority groups.

The significance of multiculturalism is that it would make our teachers more sensitive to the needs of the students and the public at large and make the educational system more relevant to the needs of the Saskatchewan life.

If it is agreed that Multiculturalism is primarily concerned with recognizing cultural plurality and with developing an individual's capacity to function effectively in several cultures, this awareness would require the use of cross-cultural teaching and learning to facilitate inter-cultural understanding. Therefore, edcuation naturally would require greater focus and a new emphasis on the people involved in it. If education is changing behavior, then the knowledge of who the learners are is essential. Proper preparation and training of teachers would make the task in education easier. If the school and public at large were to share the responsibility and commitments to achieve multicultural living, then the progress will be mutually reinforced. The revision of school curricula cannot thus be piecemeal but part of the whole - - an interdisciplinary solution.

C. Multicultural Education

Multicultural education would help students to:

1) understand culture as a concept
2) recognize cultural differences without judging them
3) accept the right of others to be different without being superior or inferior

D. Multiculturalism and The Teacher

A majority of Anglo-Canadian or Anglicized educators have looked at multiculturalism as a threat, a "balkanizing" force which could undermine the efforts in schools for a national consensus on "Canadian" character. They fail to understand the difference between unity and uniformity: to espouse multiculturalism is not to be less of a Canadian. Multiculturalism has direct implications for the democratic processes as well. As uniformity is characteristic of totalitarian societies, so cultural diversity and alternatives are the qualities of a democratic system.

For the challenge of fostering positive attitudes among all Canadians, the principal agents of socialization in the society have to shoulder the major responsibility. Thus, educators and their organizations, mass media, cultural agencies, government, and other institutions, all have to promote multiculturalism before any great progress can be made. As was clearly understood at the Winnipeg Conference on Multicultural

Education, the heart of the matter is the classroom teacher. It is the teacher's committment to, and understanding of, cultural diversity that should dominate curriculum changes. **It is required that teachers;**

1) **Make a commitment** in order to convey the concept of multiculturalism enthusiastically.
2) Analyse their biases and develop fairness towards all children.
3) Help individual students to develop positive attitudes towards themselves and others.
4) Recognize that multiculticulturalism is not an additional subject, but that it should permiate the whole curriculum.
5) Create a classroom atmosphere that is conducive to intergroup sensitivity, understanding and respect.
6) Recognize that ours is a pluralistic, multiethnic society, and that different values and behavior patterns from these varied backgrounds in the classroom do influence the learning process. And, most importantly, as we have learned recently, these may help to develop student identities and self-images that are healthy and flexible.

E. Saskatoon Multicultural Council's Recommendations to the Committee

In general, the Saskatoon Multicultural Council would recommend that:

1) The curricula must provide students with a better sense of self and must reflect the ethnic and cultural reality of of Canadian life.

2) The curricula must take into consideration the differences in the learning process as influenced by the cultural background of students.
3) The curricula must conceptualize and describe the development of Saskatchewan and Canada as a multilingual/multicultural society.
4) The curricula must explore and clarify ethnic and cultural alternatives that exist and make effective use of local community resources to that end.
5) Educational and school policies should promote positive multiethnic interactions and understanding among the school community (students, teachers, administrators, parents, etc.).
6) Educational agencies should emphasize the importance of teachers' awareness of services, programmes, materials and developments relating to multiculturalism and their cooperation with groups and individuals, involved in multiculturalism.

Specifically, the curriculum and Intstruction Review Committee should look at the recommendations on multicultural education made by the Nova Scotia Teachers' Union (1981), by the Manitoba Teachers' Society (1980), the Ontario Association for Curriculum Development (1977), the Canadian Teachers' Federation (1981), the Saskatchewan Social Studies Task Force Report (1982). The recommendations made by the Citizen's Advisory Council (Saskatoon Board of Education) as regards the native students, should be expanded to include all students with non-English, non-French background.

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The Saskatoon Multicultural Council believes that Curricula Review should be an on-going programme and that

1) A Task Force on the Role of Multiculturalism in Saskatchewan's School System be established to explore this topic and make recommendations to the Department of Education for consideration in a subsequent update of curricula.
2) The educational system encourage and assist individuals and groups to undertake to develop learning materials for use in the school system.

On this score, the Saskatoon Multicultural Council is happy to report that it is presently undertaking a research project to develop an ethnocultural history series. It is titled tentatively: Saskatchewan People: Their History, Culture, Heritage and Contributions. We shall ask school personnel to work with us on this project.

CONCLUSION:

Multicultural education today should result in a Canada of tomorrow where all citizens have been sensitized to cultural differences and human similarities, where there is understanding of our national heritages, where social justice prevails and where life is rich in a diverse and pluralistic society. The spotlight is on the school system; Curriculum Review to promote multiculturalism in Saskatchewan schools.

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POSITION ON CURRICULUM REVISION

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All controversies in education start from dissatisfaction with what our children are learning or with what they are not being taught. What should we teach and why? is a question that arises on the very threshold of concern with the process of schooling. It is not the only question that should be answered, nor is it unrelated to other questions of importance like: Whom are we educating? and For what are we educating? But it has a directness and a challenging simplicity that everyone recognizes and which no philosophy of education that seeks to guide practice can evade.

PAST, PRESENT AND FUTURISM

The easiest answer to the question What should we teach? is also the most deceptive. We should teach those subjects which embody the great truths of our human tradition, the accumulated knowledge, skills, and wisdom which are the inalienable heritage of every child. This answer is deceptive because it assumes that there are educators, or others for that matter, who assert that we should not teach these things. The answer is deceptive because it is an over-all truism through which is insinuated the notion that emphasis upon presentday problems involves denial of the past. Nothing can be taught which does not at one point or another involve the use of some tradition. Nothing can be learned which is not continuous with something already known.

Some say that the best way to understand the world is to grapple with the reality you find about you . . . There is no past. One would imagine that grappling with the realities that surround us is precisely the way to begin to understand the world. One would imagine that through such an effort we would discover not only that there is a past, but that it has an inescapable bearing and importance upon the realities surrounding us. To identify the view that the present world is a legitimate object of study for those who are going to live in it, with the view that the present is nothing but a specious bloom of immediacy with no roots in the past and no fruits in the future, is intellectually cheap.

In one sense all education is for the present, if one defines the present as the period of our entire lives. That is to say, the justification for teaching or learning anything must be its observable consequences within our experience. Whatever other world an individual will inhabit, his life will be spent in this one. Whatever may be the society of the future, it will be continuous with the society in which he now lives. Our teachings, nevertheless, should help children to think of the future, to develop their commitments and responsibilities for the consequences of their practices and decisions.

Whatever we teach, whether it be a tale of glory, the procession of the season or the mystery of the atom, we teach ultimately for the sake of the present. We teach our children reading, writing, and arithmetic not because they are skills that were once acquired by people -- there have been many skills developed in the past that were better forgotten -- but because they have a continuing function of a desirable nature in the present world. References to the present and future are inescapable no matter what interests or powers we would awaken, no matter what knowledge we would impart.

The only use of a knowledge of the past is to equip us for the present and future. No more deadly harm can be done to young minds than by depreciation of the present. The present contains all that there is. It is holy ground; for it is the past; and it is the future. At the same time it must be observed that an age is no less past if it existed two hundred years ago than if it existed two thousand years ago. We should not be deceived by dates. The ages of Shakespeare and Moliere are no less past than are the ages of Sophocles and Virgil. All the knowledge to be imparted has but one hall of meeting - that is in the present.

To say that the present is sacred ground does not imply that the problems and materials to present-day life are sacred. For the present designates the locus of educational justification, not the nature of educational subject matter. But at the same time it does suggest a criterion which will enable us to evaluate the respective claims of different subject matters. This is the criterion of relevance.

To demand that the content of instruction be relevant to the present emphatically does not preclude a study of the past. It only prevents us from getting lost in the past. It enables us to make some intelligent selection out of the limitless materials inherited from the past.

No one can construct a curriculum out of the material of the past without some reference to the present: no one can address himself to the problems of today without considering the world of our yesterdays. The genuine issue is where the emphasis should fall.

To what in the present should the content of study be relevant? In the broadest sense to the fundamental problems of the age -- to the social, political, intellectual, and, if we like, the spirtiual questions posed by our time and culture. It is these problems, problems which will not be denied even if we refuse to study them, that should serve as the chief subject matters around which to build educational instruction. By "chief" subject matter I mean not merely that at a certain point in schooling they become the focal problems of study, but that they become the points of departure for planning the content of curriculum at other levels, too.

In education as in life we must learn to look to ourselves as ancestors, not merely descendants.

That education should be intellectual is indisputable; that it should be only that is highly disputable. The Greek ideal included the education of the intellect as part of the harmonious development of all human faculties. For the Greeks the life of reason was not the reasoning life, any more than the joy of life was a life of joy. The medieval ideal included the education of the intellect as part of the preparation of people for true spirituality. The ideal of purely intellectual education, if it has any historical root at all, is an outgrowth of our modern -- our contemporary -- world of over-specialization. It expresses perhaps what an advanced research scientist might believe the goal of education to be. It is a little ironical that none of the ages glorified in the classical curriculums stressed the ideal of intellectual education or even made it the supreme virtue. This does not thereby invalidate it as an ideal of education. But for present purposes it is enough to point out that no matter how rigorously intellectual education be conceived, there is nothing in the vast collection of modern discipline which prevents them from becoming the medium of such education.

To hold up before students the "habitual vision of greatness" is excellent. But as Whitehead emphasizes, this does not mean that the heroes of action and the titans of thought inhabit only the realms of the past. Nor does it mean that the study of books, or the study of great books, or the study only of great books, or the study of great books only of the past -- to rise in the scale of absurdity -- must be central to our education. Great books by all means; but why not also great pictures and symphonies, great plays and cinemas, great social changes and mass movements, as well as the great Armageddons of our own time? We can learn at least as much from the heroic tragedy of Warsaw or Afganistan as from the last stand at Thermopylae. The habitual vision of greatness is important not only because it delights us to lift up our eyes on high, but because it gives us working standards of comparative judgement. It enables us to distinguish between the authentic and spurious. It teaches us not to be impatient with what is struggling to be born, to respond to the new and inchoate in the light of its own potentialities of greatness. It helps us to accept the responsibility of making our judgement of greatness here and now, and not timidly playing it safe by deferring to the judgement of the next hundred or thousand years. Absorption in study of the greatness of the past which does not quicken our sense of greatness in the present is a preparation for a life of intellectual snobbery. In face of the emergence of the new, it often leads to a kind of cultural philistinism.

TRADITION

It is often alleged that a modern curriculum sins against tradition, and thus violates one of the deepest hungers of man, continuity with the past, but as important as tradition is, reflection makes clear that by itself it cannot determine the content of instruction. No matter what turning in the road we take, it is continuous with the road by which we have come. And there are few things we can do today for which some warrant in past traditions cannot be found. Those who defend tradition in education would be the first to deny that the traditional is synonymous with the dead or obsolete. How, then, do we distinguish between obsolete and living traditions.

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The deepest traditions of a community are those that are so completely taken for granted that they rarely emerge on the level of critical awareness, and still more rarely become subjects of debate - like our language and folkways. But let an issue once force itself on the attention of a community to the point of arousing discussion, then it becomes obvious that what the tradition has been, of itself does not decide. It is we who decide what our tradition should be. The past is so rich that we can always find a historical paternity to legitimize our current offspring.

Those who appeal to tradition as a bulwark against change are curiously unaware of its actual content. For most traditions represent departures from earlier traditions, and their subsequent history is full of further departures from their original purposes and beginnings. No one can survey the history of religious practice, for example, without realizing that tolerance to dissenters marked a break with earlier traditions, and that the recognition of equal rights for all religions marked a departure from the tradition of mere tolerance.

The function of a liberal education in the modern world is to bring some degree of order to minds that have inherited confliciting traditions. It must weave the problems and materials of the modern world into a recognizable pattern by which individuals may take their bearings for a full and responsible life. In liberating individuals from confusion, such education liberates within them fresh energies to redirect or remake, separately and together, and worlds they live in. If their action is enlightened, it will increase human freedom by extending control of nature; if it is mature, it will enhance the quality of freedom by bringing the control of nature under wise human control.

SUBJECT MATTERS AND SKILLS

What, concretely, should the modern man know in order to live intelligently in the world today? What should we require that he learn of subject matters and skills in his educational career in order that he may acquire maturity in feeling, in judgment, in action? Can we indicate the minimum indispensables of a liberal education in the modern world? This approach recognizes that no subject per se is inherently liberal at all times and places. But it also recognizes that within a given age in a given culture, the enlightenment and maturity, the freedom and power, which liberal education aims to impart, is more likely to be achieved by mastery of some subject matters and skills than by others. In short, principles must bear fruit in specific programs in specific times. In what follows I shall speak of studies rather than of conventional courses.

(1) The liberally educated person should be intellectually at home in the world of physical nature. He should know something about the earth he inhabits and its place in the solar system, about the solar system and its relation to the cosmos. He should know something about mechanics, heat, light, electricity, cultures, computers, and magnetism as the universal forces that condition anything he is or may become. He should be just as intimately acquainted with the nature of man as a biological species, his evolution, and the discoveries of experimental genetics. He should know something about the structure of his own body and mind, and the cycle of birth, growth, learning, and decline. To have even a glimmer of understanding of these things, he must go beyond the level of primary description and acquire some grasp of the principles that explain what he observes. Where an intelligent grasp of principles requires a knowledge of mathematics, its fundamental ideas should be presented in such a way that students carry away

the sense of mathematics not only as a tool for the solution of problems but as a study of types of order, system and language.

Such knowledge is no less important because it bears upon the place of humans in the universe. Whatever views a man professes today about God, human freedom , Cosmic Purpose, and personal survival, they cannot reasonably hold them in ignorance of the scientific account of the world and man. * p.11

These are some of the reasons why the study of the natural sciences, and the elementary mathematical notions they involve should be required of everyone. It is commonly recognized that the sciences today are taught as if all students enrolled in science courses were preparing to be professional scientists. Most of them are not. Naturally they seek to escape a study whose wiser and larger uses they do not see because many of their teachers do not see it. Here is not the place to canvass and evaluate the attempts being made to organize instruction in the sciences. The best experience seems to show that one science should not be taken as the exemplar of all, but that the basic subject matter of astronomy, physics, chemistry, geology, in one group, and biology and psychology in another, should be covered. For when only one science is taught it tends to be treated professionally. Similarly, the best experience indicates that instruction should be interdepartmental - competent teachers from these fields should make an effort to teach all of them on a plan of integration or meaning, instead of having a succession of different teachers each representing his own field. This usually destroys both the continuity and the cumulative effect of the teaching as a whole.

(2) Every student should be required to become intelligently aware of how the society in which he lives functions, of great forces molding contemporary civilization, and of the serious problems of our age which await decision. The studies most appropriate to this awareness have been conventionally separated into history, economics, government, sociology, social psychology, and anthropology. This separation is an intellectual chaos. For it is impossible to have an adequate grasp of the problems of government without a knowledge of economics, and vice versa.

The place of the social studies, properly integrated around problems and issues, is fundamental in the curriculum of modern education.

The knowledge and insight that the social studies can give are necessary for every student because no matter what his specialized pursuits may later be, the extent to which he can follow them depend upon the total social situation of which they are in some sense a part. An engineer today whose knowledge is restricted only to technical matters of engineering, or a physician whose competence extends only to the subject matter of traditional medical training, is ill-prepared to plan intelligently for a life-career or to understand the basic problems that face his profession. He is often unable to cope adequately with those specific problems in his own domain that involve, as so many problems of social and personal health do, economic and psychological difficulties. No matter what an individual's vocation, the conditions of his effective functioning depend upon pervasive social tendencies which set the occasions for the application of knowledge, provide the opportunities of employment, and not seldom determine even the direction of research.

More important, the whole presupposition of the theory of democracy is that the electorate will be able to make intelligent decisions on the issues before it. These issues are basically political, social, and economic. Their specific character changes from year to year. But their generic form, and the character of the basic problems, do not. Nor, most essential of all, do the proper intellectual habits of meeting them change. It is undeniably true that the world we live in is one marked by greater changes, because of the impact of technology, than ever before, This does not necessitate changing the curriculum daily to catch up with today's newspapers, nor does it justify a concentration on presumably eternal problems as if these problems had significance independent of cultural place-time. The fact that we are living in a world where the rate of cultural change is greater than at any time in the past, together with its ramifications, may itself become a central consideration for analysis.

The construction of a social studies curriculum is a task of the greatest difficulty even after the artificiality of departmental lines of division has been recognized. For the integration of the material demands a historical approach, set not by bare chronology, but by the problems themselves. It must incorporate large amounts of philosophy and scientific disciplines of evaluating judgments of fact and value. It must abandon misconceived interpretations of the "institutional approach" which describe social practices without confronting the challenge of theories and problems. It must not shrink from considering "solutions," and at the same time must guard against indoctrination of conclusions. It must learn how to use our life in cities, and fields as a kind of "laboratory," not as occasions for sight-seeing excursions of dubious educational significance.

Properly organized studies of this kind are not something which already exist. They are something to be achieved. Their content must be definite and yet not fixed in detail. They do not exclude treatment of historical background, but relate it to something of monentous issue in the present. They do not exclude great books of the past and present, nor material not found in books.

The models of correct thinking in each field must be the best illustrations of thinking in that field, not the pattern of another field.

The social studies cannot compete with pure mathematics and the natural sciences in exhaustive analysis, rigorous inference, or verifiable interpretations. Their methods are by nature such as to firbid the substitution of these studies for the more precise and established disciplines. The latter must continue to supply a distinctive and fundamental type of exercise in consistent reasoning and fidelity to empirical data.

(3) Everyone recognizes a distinction between knowledge and wisdom. This distinction is not clarified by making a mystery of wisdom and speaking of it as if it were begotten by devine inspiration while knowledge had a more lowly source. Wisdom is a kind of knowledge. It is knowledge of the nature, career, and consequences of human values. Since these cannot be separated from the human organism and the social scene, the moral ways of man cannot be understood without knowledge of the ways of things and institutions.

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To study social affairs without an analysis of policies is to lose oneself in factual minutiae that lack interest and relevance. But knowledge of values is a prerequisite of the intelligent determination of policy. Philosophy, most broadly viewed, is the critical survey of existence from the standpoint of value.

The world of physical nature may be studies without reference to human values. But history, art, literature, and particularly the social studies involve problems of value at every turn.

(4) Instruction in the natural, social, and technological forces shaping the world, and in the dominant conflicting ideals on behalf of which these forces are to be controlled, goes a long way. But not far enough. Far more important than knowledge is the method by which it is reached, and the ability to recognize when it constitutes evidence and when not; and more important than any particular ideal is the way in which it is held, and the capacity to evaluate it in relation to other ideals. Education must emphasize methods of analysis. They must build up in students a critical sense of evidence, relevance, and validity against which the multitudinous seas of propoaganda will wash in vain. They must strengthen the powers of independent reflection, which will enable students to confront the claims of ideals and values by their alternatives and the relative costs of achieving them.

It is taken for granted that every subject taught will be taught in a fashion that will bring home the ways in which warranted conclusions are reached. But it is well known that the habits of correct thinking are not carried over from one field to another unless the second field is similar in nature to the first. We do not need to wait for the results of experiments on transference of training to realize that a great many able scientists who pontificate on matters outside their fields display not only ignorance but utter inability to grasp essential points at issue or to make valid elementary inferences. More and more, thinking is becoming thinking is specialized domains, largely professional, accompanied by the feeling that outside that domain it is unimportant what conclusions are reached, or by the feeling that any conclusion is as valid as any other.

There are some who deny that there is a power of general thought, that thinking is a habit that always has a specific locus in a definite field, and that there is no carry-over from one field to a widely dissimilar one. In a certain sense, this is true. But we certainly can distinguish between domains or fields of interest which are broad and those that are narrow; and between those domains in which everyone has an interest because it affects him as a human being and citizen, and those domains that are more specialized.

The field of language, of inference and argument, is a broad field but a definite one in which specific training can be given to all students. How to read intelligently, how to recognize good from bad reasoning, how to evaluate evidence, how to distinguish between a definition and a hypothesis and between a hypothesis and a resolution, can be taught in such a way as to build up permanent habits of logic in action.

(5) There is less controversy about the desirability of the study of composition and literature than about any other subject in the traditional or modern curriculum. It is appreciated that among the essentials of clear thought are good language habits and that, except in the higher strata of philosophic discourse, tortuous obscurities of expression are more likely to be an indication of plain confusion than of stuttering profundity. It is also widely recognized that nothing can take the place of literature in developing the imagination, the soul of one's culture, and in imparting a sense of the inexhaustible richness of human personality. The questions that arise at this point are not of justification, but of method, technique, and scope of comprehensiveness.

If good language habits are to be acquired only in order to acquire facility in thinking, little can be said for the conventional courses in composition. Students cannot acquire facility in clear expression in the space of a year, by developing sundry themes from varied sources, under the tutelage of instructors whose training and interest may not qualify them for sustained critical thought. Clear thinking is best controlled by those who are at home in the field in which thinking is done. If language is to be motivated only by the desire to strengthen the power of organizing ideas in written discourse, it should be left to properly qualified in other disciplines.

But there are other justifications for teaching students composition. The first is that there are certain rules of intelligent reading that are essential to - if they do not constitute - understanding. By themselves they do not tell us how to understand a poem, a mathematical demonstration, a scientific text, or a religious prayer - all of which require special skills. But they make it easier for the student to uncover the nature of the "argument" - what is being said, what is being assumed, what is being presented as evidence - in any piece of prose what is not a narrative or simply informational in content. In a sense these rules are integral to the study of logic in action, but in such an introductory way that they are usually not considered part of logical study which begins its work after basic meanings have been established, or in independence of the meaning of logical symbols.

Another reason for teaching composition independently is its uses in learning how to write. "Effective writing" is not necessarily the same thing as logical writing. The purpose for which we write determines whether our writing is effective. And there are many situations in which we write not to convince or to prove, but to explain, arouse, confess, challenge, or assuage. To write interestingly may sometimes be just as important as to write soundly because getting a hearing and keeping attention may depend upon it. How much of the skills of writing can be taught is difficult to say. That it is worth making the effort to teach these skills is indisputable.

The place of language in the curriculum involves not merely our native language but other languages. Vocational considerations aside, should knowledge of a second and third language be required, and why?

Here again the discussion reveals great confusion. Most of the reasons advanced for making knowledge of a second language required are either demonstrably false or question-begging. There is a valid reason for making such study prescribed, but rarely stated.

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It is sometimes asserted that no one can understand the structure of his own language unless he understands the structure of another. By "structure" is usually meant the grammer of the language.

The study of another language has a special value in increasing a student's understanding of his own language .....

The assumption behind this position is that mastery of the intricacies of English grammar makes for greater ability in writing, reading, and understanding modern English prose. No evidence has ever been offered for this statement and many intelligent teachers of English deny it. The best grammarians are conspicuously not the best speakers and writers of English. It is one thing to have grammar "in the bones" as a consequence of acquiring those habits. There are better and more direct ways to that goal. There is every reason to believe that if the time spent on learning the grammar of other languages were devoted to more intensive and prolonged study of English, the result would be far greater proficiency in English.

A second reason often advanced for making the study of other language, is that it contributes to the enrichment of the English vocabulary of students, and gives them a sense for shades of meaning in use which is necessary for even a fair degree of mastery of our language.

The main reason why students should be encouraged to learn another language is that it is the most effective medium by which, when properly taught, they can acquire a sensitivity to language, to the subtle tones, undertones, and overtones of words, and to the licit ambiguities of imaginative discourse. No one who has not translated prose or poetry from one language to another can appreciate both the unique richness and the unique limitations of his own language. This is particularly true where the life of the emotions is concerned; and it is particularly important that it should be realized. For the appreciation of emotions, perhaps even their recognition in certain cases, depends upon their linguistic identification. The spectrum of human emotions is much more dense than the words by which we render them. Knowledge of different languages, and the attempts made to communicate back and forth between them in our own minds broaden and diversify our own feelings. They multiply points of view, and liberate us from the prejudice that words - our words - are the natural signs of things and events. The genius of a culture is exemplified in a pre-eminent way in the characteristic idioms of its language. In learning another language we enable ourselves to appreciate both the cultural similarities and differences of the world.

The place of literature in the curriculum is justified by so many considerations that it is secure against all criticism. Here, too, what is at issue is not whether literature - English, French, German, Ukrainian - should be read and studied in the schools but what should be read, when, and by what methods. These are details, important details.

Something should be said about the unique opportunity which the teaching of literature provides, not only in giving delight by heightening perception of the formal values of literary craftsmanship, but in giving insight into people. The opposite of liberal education is a literal education. A literal education is one which equips a person to read formulas and equations, straightforward prose, doggerel verse, and advertising signs. It does not equip one to read the language of metaphor, or paradox, of indirect analogy, of serious fancy in which the emotions and passions and half-believed ideas of human beings express themselves. To read great literature is to read people - their fears and motives, their needs and hopes. Every great novelist opens the hearts of others to us and helps us to read our own hearts as well. The intelligent study helps us to read our own hearts as well. The intelligent study of literature should never directly aim to strengthen morals and improve manners. For its natural consequences are a delicacy of perception and an emotional tact that are defeated by preaching.

A liberal education will impart an awareness of the amazing and precious complexity of human relationships. Since those relationships are violated more often out of insensitiveness than out of deliberate intent, whatever increases sensitiveness of perception and understanding humanizes life. Literature in all its forms is the great humanizing medium of life. It must therefore be representative of life; not only of past life but of our own; not only of our own culture but of different cultures.

(6) An unfailing mark of philistinism in education is reference to the study of art and music as "the frills and fads" of schooling. Insofar as those who speak this way are not tone-deaf or color-blind, they are themselves products of a narrow education, unaware of the profound experiences which are uniquely bound up with the trained perception of color and form. There is no reason to believe that the capacity for the appreciation of art and music shows a markedly different curve of distribution from what is observable in the measurement of capacity of drawing inferences or recalling relevant information. A sufficient justification for making some study of art and music required in modern education is that it provides an unfailing source of delight in personal experience, a certain grace in living, and a variety of dimensions of meaning by which to interpret the world around us. This is a sufficient justification: there are others, quite subsidiary, related to the themes, the occasions, the history and backgrounds of the works studied. Perhaps one should add - although this expresses only a reasonable hope - that a community whose citizens have developed tastes would not tolerate the stridency, the ugliness and squalor which assaults us in our factories, our cities and our countryside.

One of the reasons why the study of art and music has not received as much attention as it should be educators, is that instruction in these subjects often suffers from two opposite defects. Sometimes courses in art and music are given as if all students enrolled in them were planning a career as practicing artists or as professional teachers of the arts. Sometimes they are given as hours for passive enjoyment or relaxation in which the teacher does the performing or talking and in which there is no call upon the students to make an intelligent response.

The key-stress in courses in art and music should be discrimination and interpretation, rather than appreciation and cultivation. The latter can take care of themselves, when the student has learned to discriminate and interpret intelligently.

* In the curriculum, ideas and events and leading figures associated with religious movements are inescapably part of the studies dealing with literary, social, historical and philosophic subject matters. Our world is incomprehensible without them.

Religious education is found wherever knowledge is so taught that it heightens the sense of human responsibility for the inescapable decisions that individuals must make. In public school curriculum, religious is synonymous with moral in the broadest sense. It is a pervasive feeling and attitude nurtured by the educational enterprise when freed from superstition, it devotes itself to truth in the service of humanity. It is a form of natural piety not merely towards existence but to the possibilities of a better existence. In public schools, religious education is an education which inculcates duty and reverence. As such, it is present everywhere. Schools should not contribute to making children strangers in their own homes.

Multicultural education and respect for religious beliefs are not to be flattened, but recognized.

Briefly summarized: the answer to the question What should we teach? is selected materials from the fields of mathematics and the natural sciences; social studies, including history; language and literature; logic; art and music. The knowledge imparted by such study should be acquired in such a way as to strengthen the skills of reading and writing, of thinking and imaginative interpretation, of criticism and evaluation.

This should bring us next to questions that bear directly on the methods and strategies of teaching.

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SUBMISSION to CURRICULUM and INSTRUCTIONAL
- REVIEW COMMITTEE -
ESTON-ELROSE BOARD OF EDUCATION

1. Develop a systematic and orderly review of all curricula; curriculum changes should be gradual rather than radical.
2. Improve the curriculum development process - reduce the time required to develop the curriculum.
3. Imrpove the implementation process - in most cases more thorough inservice is required than is currently available.
4. Curriculum Support Materials - complete the programs before implementation. Curriculum guides should have clearly stated instructional objectives.
5. Establish special funding for new courses - texts, references, equipment, etc.
6. Review the number of credits required for matriculation - the reasons for the reduction from 24 to 21 credits is questionable.
7. "Continuous Progress" - the concept of the Division System to permit "continuous progress" is more of a myth than fact - many students are still repeating entire "grades". Discontinuity most pronounced between Division II and Divison III.
8. Reduce the number of options at the Division IV level - 196 available at present. (Grade 10 - 49; Grade 11 - 68; Grade 12 - 79). Many topics can be incorporated into other courses.
9. Place greater emphasis on basics - (Mastery Learning.)
   - increase "time on task"

   Mastery of basics permits individuals to read instructions, follow directions, and to understand the political and scientific principles by which we live and so on. Without these skills and facts, an individual is limited.
10. The realization that approximately 20% of the population experiences learning difficulties, appropriate courses must be developed and resources allocated for this segment of the school population. Courses should emphasize a high degree of "basics" plus "life skills".

11. In multi-grade and multi-subject teacher loads, examine the feasibility of "single-text" courses of studies.
12. Establish clear policies or guidelines with respect to controversial issues - creationism, sex education, values education.
13. Develop a policy or strategy for the incorporation of electronic technology and computers in education.
14. Review the teacher education programs - increase efforts to attract the most capable students into education.
15. Teacher certification - should "permanent" certificates remain "permanent" for a lifetime?
16. Review the accreditation policy - more emphasis on academics and methodology.
17. Teacher competency - teachers should be thoroughly competent to teach the subjects assigned to them.
18. Efforts to introduce interesting, meaningful and relevant topics into the curricula in all subjects.
19. Evaluate or test programs thoroughly before authorization.
20. Develop alternative programs for students experiencing difficulties - also alternatives to suspensions and expulsions.

PK:em

CURRICULUM REVIEW - KINDERSLEY

February 14, 1983

As a parent, I would like to present my perceptions of, and explore alternatives to the present Division IV math curriculum (algebra and geo-trig).

My perception is that, much as in my day in high school, students were expected to take interest in the uninteresting, abstract, almost ethereal math programme that has been presented for years. Possibly things like matrices and determinates, permutations and combinations and binomial expansions are things that set PHD's on curriculum committees all atwitter, but the study of these virtually out of context do not turn me, or I am certain a majority of students, on.

I agree that to use and understand math of a higher order we may need the tools alluded to above. I believe that we need a change of attitude. A change that tailors the curriculum to put the emphasis on the use of math as a tool in the technological age that we live in. Math is the tool that serves, not the end discipline which is served by the processes that we are currently teaching i.e. the classical approach.

To make math more palatable to students it must be more relative to their lives. When coupled to an interesting curriculum, which would include many practical problems, I feel there would be more meaning and purpose to learning. In this vein I feel we would be better off introducing students to calculus than spending time on things like irrational numbers.

Notwithstanding the privilege or locally developed curriculum, I feel there is evidence against our present provincial math curriculum. Many larger schools have developed calculus courses for their Grade 12 students in response to the perception that students were not well prepared for the university or technology courses. Thus we have a great desparity in first year university math scores between students from most rural areas and city schools. I believe many professors are baffled as to what students should know and actually do know upon entering their university math classes. I also believe it is high time we took stock and decided which direction we should be heading.

Remember, if students can see purpose and application to their math studies I think they would be much more enthusiastic and receptive, and would be better prepared to cope in the technological world, where we can no longer afford to tarry in the "world" of abstract classical math.

I am not totally against our present approach to teaching math, but I am confident that a review and philosophical changes along the lines alluded to above would improve delivery and as a result would benefit many more students and thus society would be the eventual winner.

Warren A. Connor
Kerrobert, Sask.

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HOME ECONOMICS
and
INDUSTRIAL ARTS

Proposal for
Curriculum Review Committee
February 23, 1983

Marni MacDonald, Ray Boughen
A. E. Peacock Technical High School
Moose Jaw, Saskatchewan

INTRODUCTION

There is a need to evaluate the Home Economics and Industrial Arts options in Grade Eight and Grade Nine as they are now offered in our system and our province.

At the present time, in Grade Eight, boys take Industrial Arts and girls take Home Economics. It must be realized that in Grade Eight, students have no choice, but are channelled into either Home Economics or Industrial Arts according to the sex of the student.

At some schools, there is an exchange of classes for a short time during the school year. These short introductory exposures to either Home Economics or Industrial Arts are not sufficient for learning laboratory skills and theory. In fact, the short duration of these exchanges may be detrimental to the students' attitudes toward the subject. If the school allows only a short time at the end of the year, it could follow that the students' view the subject as of little importance or relevance to them.

In Grade Nine, students must choose either Home Economics or Industrial Arts. Virtually all the boys take Industrial Arts. Some girls choose Industrial Arts while most take Home Economics. At the present time, students cannot take both Industrial Arts and Home Economics at the Grade Nine level.

Both these courses offer valuable life skills, yet we force our students to choose one or the other in Grade Eight and Nine. Choosing one automatically eliminates the other. The Division III policy as far as courses are concerned is that these years should be exploratory with a variety of opportunities allowed to students. Yet we have not allowed our students access to both these classes.

BACKGROUND

Reasons for the existing situation are rooted in tradition and in social pressures.

Tradition: These courses were instituted many years ago when the roles of men and women were much more distinct, when women were not as active in the work force.

Timetables and staffing make it difficult to change what has "always been done". It is much easier too, for students and staff to continue in a path that appears to work, than to find new and untried directions.

In addition to the above, there has not been any pressure for change up to now.

Social Pressure: Students, particularly at the Division III level, are very concerned about the opinions of their peers and the need to be "one of the group" is very strong. Students at this age, with very few exceptions, will not take classes which will make them appear different than their classmates.

The school is stating by timetabling implications what is 'normal' for boys and what is 'normal' for girls to take. It is difficult for students to take a stand against this pressure from the school.

EFFECTS

This policy should be examined as it affects:

1. High School Options
2. Family Life Skills
3. Occupational Opportunities
4. Sex Role Stereotyping

1. High School Options

Because they are not introduced to the courses in Grade Eight and Grade Nine, a large number of options become closed to students in senior grades. Attached is a list of Technical-Vocational and Home Economics options at our high school. It can be seen that we offer many Home Economics classes and many more Technical-Vocational options. Therefore, students who are not introduced to these subjects early in high school are limited in their choice for options. Students who do not have the technical-vocational background are more limited as the course offerings are much more varied and numerous.

It must be noted that some of the Grade Ten - Twelve senior courses in Home Economics and Industrial Arts can be taken without prerequisites. However, students who do not have the introductory classes are at a definite disadvantage and are reluctant to take classes when the rest of the students have more background.

Effects (continued)

2. Family Life Skills

Students are denied access to valuable family life skills classes at the Grade Eight and Nine level and in subsequent senior levels. Families are comprised of both males and females yet males do not take classes in Family Life skills offered in Home Economics. Families are experiencing more difficulties and upheaval and these skills are becoming more vital for all family members.

3. Occupational Opportunities

Many of our vocational subjects lead to occupations. An exploration of these areas can confirm interests or develop them, and by providing a basic understanding of a variety of subjects, students are in a better position to make a career choice. The Government of Canada is encouraging women to enter "non-traditional jobs with special training and funding available". This training and funding would be unnecessary in the future if we include both our boys and girls in Industrial Arts and Home Economics.

The Honourable Lloyd Axworthy, Minister of Employment and Immigration, in 1981 in Are We Ready to Change states:

> "Now we are faced with a contradictory situation. Our growth industries will require increasing numbers of skilled workers. But they will have to draw upon a labour force whose newly arriving members are likely to have limited training for highly skilled work. For it is a fact that, in the past, women have been denied opportunities

> for training in many industries and occupations . . . During the past twenty years, there has been a heavy emphasis in the education systems across Canada on general academic training, a much smaller emphasis on training in technical skills. High-skill technical work, during this time, was considered unattractive by many high school and college students. So now we have thousands of young people in the labour force who lack the kinds of skills which will be most in demand in the years immediately ahead".
>
> "We will have to reorganize our systems of education and training, focussing much more heavily on the higher-level technical skills. We will have to make it possible for women to obtain these skills and to enter the full range of occupations in all industries".

4. Sex-Role Stereotyping

At a time when we are becoming more aware of sex-role stereotyping in our textbooks, our classrooms, our curricula, in advertising and on TV, we are, in fact, teaching in the strongest way possible - by example - in our schools. In Grade Eight and Grade Nine Home Economics/Industrial Arts options, we are still promoting the idea that girls and boys should take special subjects and develop different skills.

RECOMMENDATIONS

1. Industrial Arts and Home Economics offer valuable life skills. Both these classes should be compulsory for all Grade Eight and Nine students. Direction for change must come from our policy in subject selection. Males in Home Economics and females in Industrial Arts must become the norm.

2. The curricula should be examined and revised if, and where, necessary so they do fill the needs of all our students.

D. M. MacDonald, Counsellor
B.Sc. H.Ec.
B.Ed.
Dipl Guidance & Counselling

R. H. Boughen, Principal
B.Ed.
M.Ed.

February 17, 1983

TO: The Ministers Advisory Committee,

RE: Cirriculum and Instruction Review

We, the Chaplin Local Board of Trustees support Mr. Bernard Sadowski on his brief in regard to Education in Saskatchewan Schools.

Yours truly,

Chaplin Local Board of Trustees
/L.D.

Chaplin Local Board of Trustees/ L.D.
Sec. Treas.

ERNFOLD COMMUNITY BAPTIST CHURCH.

Ernfold, Sask.
Feb. 21, 1983

Curriculum & Instruction Review
2220 College Ave.
Regina, Sask.

Dear Sirs,

In regards to the brief submitted by Bernhard & Margaret Sadowski of Chaplin, Sask, please be advised that we of the Ernfold Community Baptist Church Board do hereby approve and endorse the contents of the brief.

Sincerely,

Ross Whitney

BRIEF IN REGARDS TO EDUCATION IN SASKATCHEWAN SCHOOLS

To The Ministers Advisory Committee.

Thank you for the oportunity in letting us express our opinions and views in regards to Education in Saskatchewan. As concerned parents of school age and near school age children, there are some changes and improvements that we would like to see.

1. Oh Canada and the Lords Prayer as opening excersizes.
   - Small portions of the Bible read during time allotted for this.
   - God Save the Queen at the close of the days classess.

This should be a must and not left to the discretion of the teachers. It is important that our young poeople have a sense of National pride in their country. In addition, our young people need something that goes even deeper that that, and that is a reverence and respect forGod. H ow will our young people respect their teachers, Law enforcement officers, Governmental laws and those in authority over them, if they were never taught to respect and reverence God.

No one should find these mentioned excersizes offensive. The laws of our country are based on Judean-Christian principles which come from the Bible. The courts of our land recognize the Bible as the Word of God, and thereby we swear to tell the truth.

If our young people had a sense of pride in their counrty and a reverence for God, perhaps Dicipline would be less of a problem in our school system.

2. It is unfair to our young people that they be given a one sided view in the study of origins, namely that man came from ape. In all fairness to the pupil, Creation as recorded in Genesis of the Bible should also be presented. Some teachers will say that they are not qualified to teach the Creation view. They say it should be some member of the clergy that should be teaching this. In reply, the suggestion is that the teacher could read the 1st and 2nd chapter of Genesis to the class which is really all that would be necessary. No comment or explanation would be necessary.

Bernhard & Margaret Sadowski
Chaplin, Sask.

B. Sadowski
Margaret Sadowski

John Judson 618

Feb, 23/83 70.

Values

In my brief, I am responding to the question posed under the section on values. Should schools attempt to deal with this area of need, or should they avoid it altogether? What do you think?

First, let me make a general remark. Our values determine our position on every crucial issue we face today. I quote now from the section on values, the needs of children from the paper on curriculum and instruction review, which has three parts:

1. "Many people feel that the school system should avoid making any attempt to involve itself with personal values. They believe that they are a matter for the individual conscience, and cannot be dealt with in a mass education system without over-emphasizing the values of one group over the values of another.
2. On the other hand, there is provision for tax-supported separate schools, which may teach values as part of the curriculum.
3. Some feel that the public elementary and secondary school systems should do this as well."

I fall into this third category.

I found it interesting to read recently in the Constitution of the Soviet Union, Article 124, "In order to ensure to citizens freedom of conscience, the church in the USSR is separated from the state and the school from the church." You notice how this relates to the second statement made in the section on Values (Read). The government of the USSR holds a material energy chance world view of reality, and intolerantly uses every form of force at its' disposal to make its' world view the exclusive world view taught in the schools.

This is clearly seen in Russia regarding schools, but it also is becoming apparent in the school system in Canada, over the last thirty years. And it is done in the name of religious freedom.

I appreciate that there is government funding for separate schools, so that they may teach personal values, and I know that we are not yet as secularized as the USSR., but I am concerned about the direction we are moving toward. I am concerned about the future of a society where you don't have any absolute moral or ethical guidelines. Relative Subjective Ethics looms large as the approved cultural philosophy.

The shocked conscience today is a minority phenomenon, indeed, it is lampooned and Characatured. Decency is placed on the defensive. If a person has dogged determination to "do the right thing", he or she is flouted as prudish. Our generation not only flaunts its iniquitites before men, it actually approves of those who delight in them.

The call for absolute values insults the spirit of the age, the principles of love, purity of life, the worth and dignity of the soul. The spiritual character of social services are slowly sliding away. If we don't have moral and ethical values taught, all we are left with is a dictatorship of 51%, with no control and nothing to challenge the majority. I believe that the majority should rule but not without checks and balances. This is socialogical law - law of averages - majority rule. The concept of King Law (Rex Lex) is gone, that there is a real base to build on, is gone. But we need to understand where this leads. It means if Hitler was able to get 51% vote of the Germans, he had the right to kill the Jews.

Our Christian forefathers, who built the Reformation concept of government, with its checks and balances, did not believe in the dictatorship of 51%. No longer can the little men open the Bible and say to the 51%, "You are wrong". There are no absolutes anywhere with which to measure and judge. A shifting arbitrary consensus rules.

It is my contention that the only way to stem the tide, is to teach propositional truth, in our homes and schools. We can have categories in relation to morals, to law, and to social action. If we don't teach our children moral and ethical absolutes found

IN THE BIBLE, I BELIEVE THAT EVENTUALLY ALL THE FREEDOMS WE HAVE KNOWN IN THIS COUNTRY WILL BE SMASHED, EITHER BY SOME FORM OF DICTATORSHIP, OR BY THE INFLUENCE OF AN ESTABLISHMENT OF ELITE.

SECONDLY

I BELIEVE THAT THE BIBLE SHOULD BE TAUGHT FOR HISTORIC REASONS. OUR SYSTEM OF GOVERNMENT WITH ITS CHECKS AND BALANCES, WAS BORN OUT OF A BIBLICAL CONSENSUS, AND I BELIEVE IT IS IMPORTANT FOR OUR CHILDREN TO KNOW HOW THE REFORMATION HAS INFLUENCED OUR ORIGINS. OUR FATHERS OF CONFEDERATION UNDERSTOOD OUR NATION AS ONE DOMINION FROM SEA TO SEA UNDER GOD. "HE SHALL HAVE DOMINION FROM SEA TO SEA." PSALM 72: 8.

THIRDLY

I THINK THE BIBLE NEEDS TO BE TAUGHT IF WE ARE TO UNDERSTAND HOW MODERN SCIENCE WAS BORN. A MAN LIKE J. ROBERT OPPENHEIMER, FOR EXAMPLE, WAS NOT A CHRISTIAN, NEVERTHELESS UNDERSTOOD THIS: HE SAID, "THAT CHRISTIANITY WAS NEEDED TO GIVE BIRTH TO MODERN SCIENCE." (ON SCIENCE AND CULTURE, ENCOUNTER, OCTOBER 1962). WHY? "BECAUSE CHRISTIANITY CREATED A CLIMATE OF THOUGHT WHICH PUT MEN IN A POSITION TO INVESTIGATE THE FORM OF THE UNIVERSE". THE UNIVERSE IS NOT JUST AN EXTENSION OF GOD'S ESSENCE, BUT HAS OBJECTIVE REALITY OF CAUSE AND EFFECT. EARLY SCIENTISTS, SUCH AS FRANCIS BACON, HELD THE SAME GENERAL OUTLOOK. THEY BELIEVED THAT THERE WAS A REASONABLE GOD, WHO CREATED A REASONABLE UNIVERSE AND THUS, MAN, BY USE OF HIS REASON, COULD FIND OUT THE UNIVERSE'S FORM.

IT IS A REAL QUESTION IF SCIENTISTS OF TODAY, WHO FUNCTION WITHOUT THESE MOTIVATIONS AND ASSURANCES, WOULD OR COULD HAVE EVER BEGUN MODERN SCIENCE. EARLY SCIENCE DEALT WITH NATURAL THINGS, BUT IT WAS NOT NATURALISTIC, FOR THOUGH IT HELD TO THE UNIFORMITY OF NATURAL CAUSES, IT DID NOT CONCEIVE OF GOD AND MAN, AS CAUGHT IN THE MACHINERY. SO FOR THE SAKE OF THE ORIGINS OF MODERN SCIENCE, I THINK THE BIBLE SHOULD BE TAUGHT.

Fourthly

I believe that it is important for our children to be taught the Bible for literary reasons. There was a marginal scribble on the side of one of William Blake's engravings, "The Old and New Testaments are the great code of art." It was from this scribble that Northrop Frye took his title for his book, "The Great Code", his monumental study of the Bible's imagery. Frye said this about the Bible, "The Bible should be taught so early and so thoroughtly that it sinks straight to the bottom of the mind where everything that comes along can settle on it." (Macleans, April 5, 1982). How will our young people ever come to understand the literary giants of the past, Blake, Joyce, Dickens, Shakespeare, Milton, Bunyan, Dante, Tolstoy, Dostoevsky, and in our own day, Solzhenitsyn, and others.

Once, people knew the Bible and loved the Bible as children, not just as Christians, but because it is one of the greatest works of literature which exists. It the Christian religion and everything with it died, the authorized version of the Bible would still be among three or four supremely great books in the English language. That is certain. The Bible is never out of date. It's still the number one best-seller in the world, and we need it taught in our schools.

How do we do it? 1. By inviting one or more qualified clergy man from each local area, to instruct the children, on the Bible:

- a) as to it's historical influence in shaping our government and culture, including our legal system.
- b) The Bible as an important literary work,
- c) The Bible and it's influence on early modern science,
- d) The Bible as a code of ethics and morals.

The world view which produced the founding of Canada, is increasingly now not allowed to exert it's influence in government, in schools. It is time now to go back to the basics - that is, the Word of God.

Box 143 Ernfold

SUBMISSION TO

THE CURRICULUM AND INSTRUCTION REVIEW COMMITTEE

BY

GARY HYLAND

February 23, 1983

While there are several areas of instruction and curriculum that concern me, I will restrict myself to commenting, as succinctly as possible, on what I consider to be one of our greatest shortcomings. I refer to the manner in which curricula are developed in Saskatchewan.

As I understand the procedure, within each discipline, representative committees of educators are appointed to review the previous curriculum in their subject area, reconsidering goals, methods, materials and the overall pattern of development from grade to grade. These committees also study submissions from various individuals and groups, related data from other parts of the world, materials developed since the introduction of the last curriculum and information on the curriculum development procedure itself.

Obviously, this is an onerous and vital task that will affect hundreds of thousands of our young people. I do not believe that our approach to curriculum development is consistent with the gravity of this undertaking. Specifically, I wonder if the conditions under which our curriculum committees operate are conducive to producing the best possible programs for our schools.

The committees are composed of unpaid volunteers who, for the most part, maintain a full-time teaching job with all its attendant responsibilities. They must meet for long sessions, usually many miles from their homes, on weekends and during holidays. They must study mounds of material. They must write their own position papers and materials for inclusion. All this over a period ranging from one to six years. Then they must go through the arduous process of reaching a consensus, writing the syllabus and related materials, and overseeing the production and publication of their efforts.

Nor are they done at this stage. As the curriculum is disseminated, they will be called upon for a period of two or three years to conduct workshops or write articles and guides to assist their colleagues in implementing the program. In short, they will be making anywhere from a four to eight year commitment to heavy labour and long hours for which they will be paid with abundant thanks and a certain notoriety.

Few people will argue that the development of a new curriculum in any subject area is anything but a Herculean task which should be performed by our most skilled, knowledgable, industrious and committed professionals. Of course, this sort of person is precisely the one who is already extremely busy usually with other responsibilities related to his or her area of expertise. He or she may be a department head, subject council executive member, active author, workshop leader, active member of the national body of his subject council and a conscientious reader of at least two or three professional journals. What will lure such a person to make the heavy commitment I mentioned earlier?

Naturally, we attempt to assemble committees of such people, but who knows how many of our first choices decline realizing the enormous personal sacrifice being asked? How many refuse because they cannot compromise their high personal standards of achievement in their other duties to participate in such a frustrating and relatively unrewarding process? I would suggest that many of the best potential members of curriculum committees do not accept the invitation for these very reasons.

This is not to say that we haven't been blessed with some good curricula over the years. That we have is a benefit I attribute to the dedication and unstinting labour of some talented individuals. But we have also seen cases of less thorough and inspiring work which results in costly follow-up procedures and, far more significantly, confusion, inefficiency and frustration for our teachers and students.

One can only speculate how much more might have been accomplished if a model something like the one outlined below had been adopted.

1. Appoint a core group of four to six highly-qualified people who are given leaves of absence from their jobs and paid the same as a Department of Education consultant, or at the rate of their previous job whichever is greater.
2. This core group is charged with overseeing the development of the curriculum for one division level in one subject area. It begins by studying the present curriculum thoroughly.
3. The core group solicits and receives submissions from as many sources as possible.
4. The core group examines related programs in other locations, and may, when the need arises, travel to some locations to evaluate programs in action.
5. The core committee develops a tentative set of objectives, guiding principles and general suggestions.
6. The foregoing materials are presented to the Curriculum Committee, sixteen or so additional voluntary members who review, respond to and modify the core group's report. All members of this larger committee have one vote.
7. The core group, acting on the Curriculum Committee's direction, drafts an outline proposal of a new curriculum. At this stage or perhaps even earlier, the group will require the assistance of some office staff for correspondence, typing and filing.
8. The Curriculum Committee studies and further modifies the outline proposal.

9. Sub-committees, headed by a core group member when possible, develop proposals for specific areas of the curriculum.

10. Sub-committee reports are scrutinized and modified by the Curriculum Committee.

11. Throughout these last few steps tentative plans are made for the development of any materials not commercially available that may be needed for the program.

12. The core group assembles and writes the curriculum. They bring a rough draft to the Committee for final adjustments.

13. When these adjustments have been made, the core group arranges for teacher responses to the rough draft.

14. The responses of teachers are summarized by the core group and reviewed by the Curriculum Committee. Changes to the rough draft are considered and a final draft prepared. Materials mentioned in step 11 are commissioned.

15. The curriculum is submitted for adoption.

16. The core group develops and operates a program to assist in implementing the new program.

In addition to staff, the core group will require office space and some operating expenses. It is folly to expect first-rate work to come cheaply or easily.

Using a procedure something like the one above would not necessarily save much time and would certainly be more costly than our present system. The work involved would still be gargantuan. Nevertheless, I can think of few areas in education more worthy of added expenditures and more likely to produce tangible results than curriculum development. We are obliged to provide our students with the most rewarding programs of study possible. I submit we are not preently doing that. I wonder why we are not.

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Canadian Council of Teachers of English
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THE CURRICULUM & THE LEARNING RESOURCE CENTRE
IN
SASKATCHEWAN SCHOOLS:
A SUBMISSION

FROM THE
EXECUTIVE COUNCIL OF S.A.E.M.S.
TO THE
CURRICULUM & INSTRUCTION REVIEW COMMITTEE

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THE CURRICULUM & THE LEARNING RESOURCE CENTRE
IN
SASKATCHEWAN SCHOOLS:
A SUBMISSION
FROM THE
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Prepared
by
K. Moore
Executive Councillor, S.A.E.M.S.

EXECUTIVE COUNCIL, SASKATCHEWAN ASSOCIATION OF
EDUCATIONAL MEDIA SPECIALISTS. JANUARY, 1983.

The Saskatchewan Association of Educational Media Specialists (S.A.E.M.S.) is a special subject council of the Saskatchewan Teachers Federation, consisting mainly of teacher-librarians and others interested in educational media. The Executive Council of S.A.E.M.S. presents this statement to the Curriculum and Instruction Review Committee on behalf of this group, with the hope that the points raised will be given serious consideration by the Committee when it makes its recommendations to the Minister.

The curriculum includes all the instructional and co-curricular activities planned and provided for students by the school or school system. It is the planned interaction of students with instructional processes for the attainment of educational objectives. The specific objectives selected may vary somewhat from curriculum to curriculum, depending upon the curriculum emphasis(es) - core, subject-organized, social processes, broad fields, humanistic, etc., - prevalent at any time.

Present social trends are characterized by accelerating change and increasing complexity. These trends have emphasized the need for the command of such fundamental processes as a) the ability to see relationships and make correlations, b) the skills of sorting, weighing, then acting on data, and c) evaluating choices and making decisions wisely despite the current information and misinformation glut. It is our contention that a primary function of our schools is to respond to that need by developing students who are able to locate, evaluate, utilize, and synthesize information, regardless of the emphasis of the curriculum. Since the focus of the purposeful interaction of content, resources and processes is the individual student, a central purpose of the schools is to successfully match individual learners of varied abilities with experiences which will enable them to gain, evaluate, and use information relevant to the objectives before them.

It is therefore incumbent upon instructional designers to ensure that the components mentioned above - instructional content, instructional resources, and instructional processes - interact in such a fashion that educational objectives can be attained. Existence of the components alone will not ensure their interaction in such a way that the goals of the system and the needs of the student will be realized. The interrelationship of the parts must be understood if a workable instructional design is to develop.

We maintain that the concept of the school learning resource centre can be an expression of that interrelationship. The learning resource centre, properly conceived and operated, is a purposeful arrangement of instructional content, resources, and processes. A teacher and teacher-librarian, utilizing cooperative planning and instruction techniques, can utilize that purposeful arrangement in order to respond to a wide range of curriculum strategies as well as to the varied interests and abilities of individual learners.

This progressive concept of the school learning resource centre has won wide acceptance, and has been expressed in various significant publications over the past few years, a selected number of which appear in the Bibliography.

While the concept has appeared in works sponsored by the Department of Education (e.g., Utilization of Resource Centre Services; Selection of Materials for the School Resource Centre; Learning Resource Centre Facilities Planning Kit), we maintain that the school learning resource centre has been, and is yet, underestimated by the Department as a means for students meeting curricular objectives. Repeated briefs, submissions and/or reports to the Department (e.g., Saskatoon (West) Brief to Department of Education; the S.A.E.M.S. Occasional Paper on ... Staffing ...; and the Advisory Committee Report on Learning Resource Centre Services ...) have attempted to point this out, so far with a singular lack of success. Indeed, the only position within the

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Department which provided leadership to school learning resource centre development in the province has remained vacant since November, 1981.

Consequently, learning resource centre development in Saskatchewan is extremely uneven. The resource centre is usually viewed as one competing unit among all the other units of the total educational program, rather than as a necessary component to complement all the other units. Curriculum programs and policies which depend upon an integration of instructional content, resources, and processes (e.g., those programs documented in the S.A.E.M.S. Occasional Paper ..., and the "continuous progress" policy mentioned in the Curriculum and Instruction Review Committee discussion paper) have often failed in the implementation phase. Moreover, except in a few jurisdictions, little attempt has been made to staff and/or coordinate learning resource centres with adequately trained professionals.

The staffing problem alluded to above is symptomatic of the failure to understand the concept of a learning resource centre and the role that it ought to play in a school program suited to the educational requirements of today's student. The Canadian School Library Association's statement of "The Qualifications For School Librarians" notes:

> The need today is for the learning resource teacher to be a highly skilled teacher, able to function on the school team as a professional with competencies from teacher education and classroom experience as well as competencies from school librarianship and media services.

In spite of this need, the deficiencies in learning resource centre staffing in Saskatchewan schools, clearly indicated in the 1978 S.A.E.M.S. Occasional Paper ..., may indeed be worsening as the current climate of "restraint" results in reduced or eliminated teacher-librarian time, or the replacement of professional teacher-librarians with technicians, teacher-aids, or clerical staff. Such developments demonstrate a failure to understand what Ruth Ann Davies has pointed out in The School Library Media Program (p. 63):

> The responsibility of this position extends far beyond organizing and maintaining a media collection, important and basic though these services are. The major responsibility and prime function are to implement the educational program by working directly with teachers to facilitate and expedite their teaching and by working directly with students to effectualize and enhance their learning.

What is urgently needed is a recognition that the library is not merely a place or a subject, but rather a service and a concept: a learning resource centre for students and teachers.

Among the aims stated in the S.A.E.M.S. Constitution are the following:

1. to promote the development of effective educational programs.
2. to promote the systematic planning, at all levels, of school resource centres.

We believe that these goals are necessarily linked. We therefore urge the Curriculum and Instruction Review Committee to give careful consideration to the concept of the school learning resource centre, not as an adjunct to the curriculum, but as an essential element of successful curriculum design and implementation. The recognition of this concept by educational planners must surely encourage the development of strategies and policies for the improvement of learning resource centre services in Saskatchewan schools.

We offer in conclusion another excerpt from The School Library Media Program (p. 32) which, while summarizing our position, is also appropriate to the task being addressed by the Curriculum and Instruction Review Committee:

> In the past direct involvement of the library in the instructional process was the exception, not the rule. So long as teaching and learning were restricted to the "two-by-four" concept of education (the information contained between the two covers of a textbook and the four walls of the classroom), the school library was required to serve in no other way than as a studyhall-book dispersal center. It is only when the educational program evolves from traditional mediocrity to innovative excellence that the function of the library must change to that of a learning laboratory; from a collection limited to printed materials to a collection embracing all types and kinds of appropriate media carriers essential for a bonus-rich instructional environment; from the sporadic use of media to the planned and purposeful integration of library resources and services with the ongoing teaching and learning enterprise.

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THE SASKATCHEWAN HUMAN RIGHTS COMMISSIONS'S SUBMISSION
TO THE CURRICULUM AND INSTRUCTION REVIEW COMMITTEE

February 26, 1983

SUBMITTED BY

KEN NORMAN
CHIEF COMMISSIONER OF THE
SASKATCHEWAN HUMAN RIGHTS COMMISSION

AND

AILSA WATKINSON
DIRECTOR OF EDUCATION OF THE
SASKATCHEWAN HUMAN RIGHTS COMMISSION

Mr. Chairman, committee members, on behalf of the Saskatchewan Human Rights Commission, we wish to thank you and the minister of Education, the Honourable Gordon Currie, for the opportunity to discuss with you issues in schooling.

INTRODUCTION

Our purpose in coming here today is to impress on the Curriculum and Instruction Review Committee two things:

1. That human rights education must be incorporated into all aspects of the schools curriculum.
2. That the principles of human rights must manifest themselves in the education system by prohibiting discrimination and encouraging the elimination of the effects of past acts of discrimination.

Human Rights, are those rights which are considered so basic to human existence that they are guaranteed an individual by virtue of the fact that they are human beings. They are those rights necessary to maintain our human worth and dignity and include such things as the right to maintain life by having food, shelter, employment, health care and education, the right to participate in political, social and religious life, the rights to be free from arbitrary and unjust treatment, and the right to be free from discrimination. As the Universal Declaration of Human Rights says, "All members of the human family are created free and equal in dignity." In other words one person's well being is as valuable as any others.

This principle of human worth and human well being is proclaimed in the Universal Declaration of Human Rights, which celebrates its 35th anniversary this year. This same principle is also contained in the Supreme Law of Canada, that being the Constitution Act of 1982 and The Saskatchewan Human Rights Code. As can be seen it is no longer a "values issue" but a principle which has been agreed upon, locally, nationally and internationally and is fundamental in our dealings with others.

INTERNATIONAL COMMITMENT TO INCORPORATE THE TEACHING OF HUMAN RIGHTS

In 1948 the United Nations General Assembly proclaimed the Universal Declaration of Human Rights. This document establishes the basic norms of international human rights and sets a common standard for all people and nations. The articles of the Universal Declaration specify that *everyone* has basic civil and political rights as well as economic, social and cultural rights. The international articles bind all members of the United Nations and by so doing, expand our scope of human rights to include responsibility for individuals not only in Canada, but in other countries such as El Salvador, South Africa, the United States and other countries throughout the world.

In order to inform individuals of their privileges, immunities and responsibilities, the general conference of the United Nations Education Scientific and Cultural Organizations (UNESCO) adopted a recommendation in 1974, calling for the inclusion of human rights education at all levels of the formal education system. The heart of the recommendation is as follows:

> "Education should be infused with the aims and purposes set forth in the Charter of the United Nations, the Constitution of UNESCO, and the Universal Declaration of Human Rights, particulary Article 26, paragraph 2 of the last named, which states:
>
> > 'Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.'"

Later, in 1978, at the International Congress on the Teaching of Human Rights convened by the Director General of UNESCO, participating members made a commitment to have in place, by 1986, coherent programs of human rights teaching. Principles and considerations were outlined for the teaching of human rights, they include:

1. Human rights education and teaching should be based on the principles which underlie the Charter of the United Nations, the Universal Declaration of Human Rights, International Covenants on Human Rights, and other international human rights instruments. Consequently, equal emphasis should be placed on economic, social, cultural, civil and political rights as well as individual and collective rights. The indivisibility of all human rights should be recognized.

2. The concept of human rights should not be formulated in traditional or classical terms but should include the historical experience and contributions of all peoples particularly in relation to the major contemporary problems such as self-determination and all forms of discrimination and exploitation.

3. Human rights education and teaching must aim at:
   - (i) Fostering the attitudes of tolerance, respect and solidarity inherent in human rights;
   - (ii) Providing knowledge about human rights, in both their national and international dimensions, and the institutions established for their

implementation;

(iii) Develop the individual awareness of the ways and means by which human rights can be translated into social and political reality at both the national and international levels.

4. While education should make the individual aware of his or her own rights, it should at the same time instill respect for the rights of others.

5. Care should be constantly taken to create awareness about the close relationship between human rights, on the one hand, and development and peace, including *inter alia* disarmament, on the other hand. UNESCO should make it a priority task to promote the analysis and understanding of this relationship.

6. Human rights must be seen as an aspect of professional, ethical and social responsibility in all fields of research, study, teaching and work.

7. Human rights education and teaching should stress that a new international economic, social and cultural order is essential to enable all people to enjoy their human rights and to promote and facilitate education on human rights at all levels in all countries.

8. Human rights must be taught at all levels of the educational system, as well as in out-of-school settings, including the family, and in continuing education programmes, including literacy and post-literacy programmes. States shall strive to improve and broaden human rights education and teaching and to cooperate to this end.

9. It is not enough to dispense teaching and education in the spirit of a respect for human rights: human rights should also be taught as a subject integrated in the appropriate disciplines and in particular fields such as philosophy, political science, law and theology, they should be taught as an independent course.

10. In order for the teacher of human rights to be able to carry out his or her task properly, it is particularly important that his or her personal integrity and freedom of expression be guaranteed.

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1. The Teaching of Human Rights. Proceedings of the International Congress on the Teaching of Human Rights, Vienna, 12-16 September 1978, UNESCO p.40

Therefore, as we can see, Canada as a participating member in UNESCO, has made an international commitment to incorporate the teaching of human rights into the education system by 1986.

This commitment is to be the focus of the Coalition for Human Rights formed to celebrate the 35th anniversary of the Universal Declaration of Human Rights. The Coalition is made up of 30 national organizations who are concerned with human rights and civil liberties. In announcing the coalition's plans the chairperson of the working group said "The coalition hopes to make Canadians much more aware of their government's international commitments to human rights".

Our promise to incorporate the teaching of human rights is all the more important when we consider that on April 17, 1982 a new Charter of Rights and Freedoms was incorporated into Canada's Constitution. Its place in the Constitution has guaranteed its status as the supreme law of Canada. The Charter protects the rights of all individuals to freedom of conscience, religion and peaceful assembly, the right to vote in federal and provincial elections, the right to be informed promptly of the reason for any arrest or detention and to retain a lawyer without delay. The Charter also states that every person is equal before and under the law and has the right of protection and benefit of the law without discrimination.

But these fundamental human rights mean little unless they are thoroughly understood and since they are the framework of a democracy it is imperative that they be understood and protected.

The need for an informed citizenry is underlined by Section 33 of the Charter. If ever there was a need for an informed and articulate population, it is now. This one section allows governments to take away those basic human rights referred to and "protected" in Sections 2 and Sections 7 to 15 of the Charter. Section 33 is often referred to as the "notwithstanding clause" and allows provincial and federal governments to pass legislation which curtails our fundamental freedoms, legal rights and equality rights. This can be done very easily as was recently demonstrated by Quebec's Bill 111.

EQUAL EDUCATIONAL OPPORTUNITIES

We wish to use the Charter along with The Saskatchewan Human Rights Code to make our second point. Section 32 of the Charter states that:

> (1) This Charter applies
> (a) to the Parliament and government of Canada in respect of all matters within the authority of Parliament including all matters relating to the Yukon Territory and Northwest Territories; and
> (b) to the legislature and government of each province in respect of all matters within the authority of the legislature of each province.

Therefore, there is absolutely no doubt that the provisions of the Charter apply to the Department of Education and any laws and regulations which govern it and any policies put forward by the Department. From all of this flows a direct link to school boards and school units, which we believe are also answerable to the provisions of the Charter of Rights and Freedoms.

In light of this we have to examine section 15 of the Charter which states:

> (1) Every individual is equal before and under the the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.
>
> (2) Subsection (1) does not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

Even though this section does not come into effect until April 17, 1985, it already adds its weight to section 13 of The Saskatchewan Human Rights Code which speaks directly to educational institutions. Section 13 states that all individuals have the right to enjoy an education regardless of their race, creed, religion, colour, sex, marital status, physical disability, nationality, ancestry, or place of origin.

This section addresses, not just overt acts of discrimination, but also subtle and often unintended acts of discrimination. Section 13 of The Saskatchewan Human Rights Code, along with Section 15 of the Charter of Rights and Freedoms, places a responsibility on the Department of Education, local School Boards, School Units, Principals and Teachers to ensure that the educational opportunities available to all students are equal and free from discrimination.

Issues of concern which may be legally challenged include: curriculum and resource material which portray native Indians negatively or material which does not reflect adequately the constributions of women, East Indians, Chinese, Ukranians and other minorities. These sections of our laws may also provide the legal opportunity to examine the role of the education system in contributing to the high drop-out rate of native students or the streaming of young men and women into traditional sex based career opportunities. Again the time is now for education systems to carefully examine their roles in perpetuating an unequal society.

Finally, our involvement and interest in education does not end here. The Commission not only administers a law which prohibits discrimination in education, but this same law also encourages programs which are designed to eliminate the past effects of discrimination by means of affirmative action programs. The Charter under Section 15(2) also allows for such programs.

During the past 3½ years, six affirmative action programs approved so far by the Commission have involved educational programs. For example, in 1981 an application has received for the approval of the Saskatchewan Urban Native Teacher Education Program (SUNTEP). The objectives of SUNTEP are:

1. To ensure that people of native ancestry are adequately represented in urban teaching positions; and
2. To provide native teachers who are more sensitive to the educational needs of native students and who can be identified as positive role models for both native and non-native students. In addition, properly trained native people will be able to approach subject matter from the native perspective, thus allowing

> native students to more successfully assimilate knowledge and skills into their own way of thinking and behaviour.

The rational for this program, among other things, pointed out that in Saskatoon and Regina 10% of all students are of Indian and Native ancestry, while in Regina only 0.1% of teachers are of Indian ancestry and in Saskatoon 0.3%. In Prince Albert, the number of students of Indian ancestry is 15.4% while the number of teachers is 0%. Approval was given to the SUNTEP program and the Commission at that time wrote, "that SUNTEP is a worthwhile endeavour designed to eliminate disadvantages presently suffered by the protected group of persons of The Saskatchewan Human Rights Code, by improving opportunities respecting education and employment in relation to that group".

A number of native teachers will be graduating from SUNTEP soon but there is no guarantee that they will have employment opportunities within provincial Boards of Education once they have graduated. The Department must take a lead in promoting the hiring of native teachers so that they are equally represented in such an important profession.

CONCLUSION

Fostering tolerance and respect for the rights of others, a principle set down by the United Nations, the Charter of Rights and Freedoms and The Saskatchewan Human Rights Code, cannot be done in a vacuum.

Principle 7 of the Declaration of the Rights of the Child states that the Child:

> "...shall be given an education which will enable him, on the basis of equal opportunity, to develop his abilities, his individual judgment, and his sense of moral responsibility, and to become a useful member of society."

In order for individuals to participate in the establishment of their society, they must fully understand the principles of human rights upon which other laws are made so that they can assess their rights and duties and "become a useful member of society". The education system has a very important role to play.

Thank you.

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A Submission to the Curriculum and Instruction Review Committee
by The Meadow Lake Board of Education

On Behalf of the Meadow Lake Board of Education, I thank the Curriculum and Instruction Review Committee for this opportunity to present our views about our education system.

Although provincial curriculum committees have been expanded somewhat, to include Trustees, the Board thinks that these committees should be further expanded to include parents, especially in the areas of Music, Art, Health and Phys. Ed. We feel that with a greater "lay" in-put, curricula would reflect the students' needs in a more practical manner. Major curriculum re-assessment should only occur every eight to ten years. Changes occuring more often would create an unnecessary cost, and would cause instability in the system. Curriculum revision should be continuous, with the core programs being constantly updated to reflect the changes required by the current needs of the children.

To help create greater uniformity in Education, we believe there should be, in all four Divisions, a core curriculum (English, Maths, Sciences and Social Studies) which would be mandatory in Saskatchewan. We would also ask this committee, to encourage our Minister to attempt to obtain a Canadian core curriculum. In the furture, population mobility will increase, making it necessary to address the problems affiliated with the diverse education systems in Canada.

In Saskatchewan we would encourage the retention of the grade system, as well as the delivery of educational services through independent subjects. We feel this approach is necessary to provide a sound education for our students. The minimum subject requirements for graduation, which are presently in place at the Division 4 level, should be continued. We are also in agreement with the present compulsory subject arrangement.

At both the Division 3 and Division 4 levels, we would like to see a greater emphasis placed on Career Counselling. This should mean, hopefully, that Universities might be encouraged to provide more career courses in their programs.

In the Division 1 and 2 levels, we would like to see a greater emphasis on the 3 R's (Reading, Writing and Arithmetic) with a lesser emphasis on creativity. We feel that a creative person, who is unable to read or write well, will not be capable of sharing his or her ideas with the surrounding community. Despite the electronic age we are in, communication with fellow humans remains a high priority with our Board.

Provincial core programs should be specific as to objectives, materials, content and evaluation, which is to take place at each grade level. The new mathematics program outline in Division 1 and 2 is a good example of what we would prefer for each core subject. The present Language Arts program outline is an example of what we do not wish to have. We would also like to see less emphasis on the technical aspects of subjects such as Music. Young children can be encouraged to enjoy Music, without viewing it through a maze of theory.

We believe that the education system in Saskatchewan, with some minor changes as we have suggested, will continue to meet the requirements of our students.

Again I thank you for allowing our Board to have this dialogue with you.

H. Gibson
Chairman
Meadow Lake Board of Education

75.

My name is Chester Dobni Jr., I am 17 and in grade 12. By virtue of my age and my grade I can speak from experience. It us said that a good education is the foundation for a good future. Because of our scholastic achievements we may soar to new heights, become famous or in the least be well-off. But the education given to students may be lacking in certain areas. I don't mean to criticize the curriculum but just to point some possible improvements. So much time is spent on developing the mental state of students. Numbers, letters, equations, hypothesis, and so on. But their is very little if any time devoted to developing that student as a person. A young man may graduate with highest honours, but can he deal with the stress and demands that his abilities will draw? Can young teenagers who have become confused as they grow into adults, deal with their emotions? Some people might say to me that these are things to be taught at home not at school. I'd like to remind those people that their sons or daughters will spend 12 years of their life in school. 12 years, and the major part of every weekday, that is were they will be. During that time they will pick up many habits, many values, many attitudes, and most of them will be for life. Maybe if there were classes on future life people would have an idea of what they can do when they graduate. If there were classes on self awareness perhaps we could take the confused and laggering students and give them a sense of direction, meaning and purpose. If there were classes on stress and pressure and how to deal with them, there might be less suicides. Ane if there were classes our responsibility as young adults, their might be less teenage pregnacies, less divorices, less broken homes. You see we the students are the future. And what happens in the future will be our decisions. Those decisions will be only as good as the people who made them.

Perhaps the school should be more involved in developing of the each student as a person, ensuring for us all a brighter future.

I realize that schools have a big job and to add to that job might only decrease their effectiveness. But you see to teach mental growth and expect something useful of it we must first have grown as human individuals, as people, as those who will one day make the decisions. Then and only then will the vast majority of students truly have received an education that will benifit them for the rest of their lives.

BRIEF PRESENTED FEBRUARY 9, 1983

TO

THE CURRICULUM AND INSTRUCTION REVIEW PROJECT

AT

MEADOW LAKE

BY

THE MEADOW LAKE AND AREA

ENVIRONMENTAL GROUP

As our children pass through our public school system on their way to becoming adults, they must be made aware of the forces that shape our society and be given the opportunity to examine the diversity of ideas concerned with altering and improving it. Emerging energy and resource scarcities are creating a crisis in our industrialized society and forcing a re-examination of the ethical, social, political and environmental implications of our life style. We concur with the rapidly growing concensus within our society that this crisis of industrialism will not be resolved without a major cultural transformation based on a movement toward greater local self-reliance in the areas of energy, food, shelter and other basic human necessities.

In order for this transformation to occur, individuals must be able to judge the real costs and benefits of various policies and understand the kind of legitimate changes that need to be made in governmental, commercial and personal policies. It is our view that students leaving our schools do not have a clear understanding of these issues and their judgement is often distorted by systems of hidden subsidies, industrial and institutional ideologies and advertising campaigns.

It is also our belief that a substantial number of curriculum committee members should be recruited from the public at large with positions being openly offered. Such a policy would allow interested citizens the possibility of having direct curriculum input. It is our understanding that most if not all curriculum development personnel are appointed directly or indirectly by the Department of Education. Furthermore, we believe the curriculum could be kept more up-to-date by employing full time committee members rather than relying on the current practice of using full-time teachers on a part time basis, whose regular teaching load must certainly have a negative affect on their ability to contribute to creative and meaningful curriculum development.

We propose the following initiatives be undertaken in our school curriculum to address these issues and broaden the consciousness of Saskatchewan students.

PROPOSED ENERGY INITIATIVES

A responsible curriculum would:

1) Compare the hard energy path (coal, oil, nuclear, synthetic crude) with the soft energy path (conservation, solar, wind, biomass, hydro, geothermal). Campare the advantages and disadvantages of each scenario with an examination of the economic, environmental, technical and social characteristics of each. (i.e. Consumer versus conserver societies)
2) Examine personal energy use, the moral assumptions underlying energy decisions and the belief that individuals can and should participate in decisions affecting their life and that of the planet, the incentives and disincentives promothing energy waste and use,

3) Examine the potential for energy conservation in Saskatchewan and the impact it could have in the following areas: -

- agriculture
- industrial processes
- transportation
- buildings
- re cycling energy content in municipal waste, consumer goods
- displacement of need for new energy supply - coal-fired electricity, gas, oil, synthetic crude, nuclear

Example of energy initiative having low appreciation

The establishment of an alcohol plant utilizing locally harvested grains and forest products is an example. Such a facility would have the potential to produce fuel for local consumption, eliminate the need to transport local grains to export markets, utilize lower grades of grain that often are grown in our area, provide local employment, etc.

Partial list of Proposed Resource Materials

a) - OVER A BARREL - A guide to the Canadian Energy Crisis - J. Marmorek

b) - THE NON-NUCLEAR WAY - Creative Energy Alternatives for Canada - S. Rosenblum

c) - TOWARDS AN ENERGY EFFICIENT FUTURE IN CANADA - A.B. Lovins, 1976 Science Council of Canada Study.

d) - ENERGY ALTERNATIVES - House of Commons Special Committee on Alternate Energy and Oil Substitution

e) - SOFT ENERGY PATHS, A.B. Lovins
WORLD ENERGY STRATEGIES, A. B. Lovins
NON-NUCLEAR FUTURES, A. B. Lovins and J. H. Price

f) - ENERGY, JOBS & THE ECONOMY, R. Grossman, G. Daneker

PROPOSED FOOD INITIATIVES

A responsible curriculum would:

1) Examine our energy intensive agricultural methods and compare the number of calories used to produce food compared to the calorific content of the food. Compare agricultural methods in different countries from this point of view.

2) Explore the efficiency of food production and conversion between grains and various kinds of livestock.

3) Examine the environmental impact of our agricultural methods in terms of maintenance of soil fertility, susceptibility to natural factors and contamination of the eco-system.

4) Examine the implications of our current transportation and distribution systems for foodstuffs. Map out the route followed by local agricultural

products from the farm to the table, trying to determine the transportation component in food

5) Examine the food production industry and discuss the chemicals and additives used on food along each step. Explore the need for these additives and what the advantages and disadvantages are. Examine the process of removing nutrients through food processing, compare processed and unprocessed foods.

6) Explore methods of local food production, processing and storage. Discuss the following:
   - home gardening and market gardening;
   - recycling nutrients in waste through individual and municipal composting;
   - landscaping town lots for food production as well as for decorative reasons and erosion control.

Example of Food Initiative Having Local Application

Locally grown fruits could replace imported citrus products. This would insure supply, eliminate transportation needs, create local employment, etc.

Partial list of proposed resources materials

a) ENERGY & ORDER - M. Terry & P. Witt

b) OVER A BARREL - J. Marmorek

c) THE INTEGRAL URBAN HOUSE - Self Reliant Living in the City - Farallones Institute

d) RESETTLING AMERICA - Energy Ecology & Community - J. Coates (editor)

e) NEW ROOTS FOR AGRICULTURE - W. Jackson F.O.E.

f) ECOLOGICAL AGRICULTURE IN SASKATCHEWAN - The Earthcare Group, P.Hanley (editor)

g) ADDITIVE ALERT - L. PIM

h) INVISIBLE ADDITIVES - L. PIM

PROPOSED SHELTER INITIATIVES

A responsible curriculum would:

1) Examine methods of low energy construction, particularly residential. Explore how building more energy efficient buildings saves energy, is a better investment of energy dollars than new production, spreads employment out more evenly than energy mega-projects, and provides more comfortable homes that are cheaper to operate. As Saskatchewan is considered a leader in North American low energy home design this is an extremely important issue for students to understand. In addition to new housing, an examination of retrofitting existing houses to energy efficient standards should be included along with an analysis of

the impact this could have on the regional energy budget, economic situation and employment.

2) Examine the energy required to produce various building materials and which ones are the most efficient to use from a total energy budget point of view.

3) Explore the applications of solar energy in Saskatchewan. Include an analysis of space heating, water heating and lighting. Compare these with systems using conventional fossil fuels.

4) Examine how the design of communities and the use of land can hinder or encourage the construction of energy efficient structures and energy efficient transportation systems.

5) Examine waste management in communitie's or on the farm and explore how wastes are recycled into the environment. Look at the capital, energy and environmental costs associated with existing systems and review various alternative systems. Examine the advantages of recycling nutrients in waste on a household and municipal scale.

6) Examine how landscaping can reduce energy consumption in buildings and communities.

7) Examine how developing more self reliant lifestyles will affect the design of our homes, buildings and communities.

Example on Shelter Initiative

Low energy homes built of locally harvested forest products would lower building costs, create local employment, insure use of durable finishes, decrease energy consumption, etc.

Partial list of Proposed Resource Materials:

a) LOW ENERGY HOME DESIGNS - Alberta Agriculture

b) ENERGY EFFICIENT HOUSING - A Prairie Approach - Sask. Mineral Resources Office of Energy Conservation

c) THE INTEGRAL URBAN HOUSE - Self Reliant Living in the City - Farallones Institute

d) GOODBYE TO THE FLUSH TOILET - Water Saving Alternatives to Cesspools, Septic Tanks, and Sewers - C.H. Stoner Editor

e) RESETTLING AMERICA - Energy Ecology & Community - G.J. Coates Editor

f) ENERGY CONSCIOUS LANDSCAPE & URBAN SITE DESIGN: Saskatoon - Sask. Mineral Resources Office of Energy Conservation

g) SUBDIVISIONS & SUN - 5 Design Studies - Ontario Ministry of Energy

h) NEW DIRECTIONS IN MUNICIPAL ENERGY CONSERVATION - The California Experience -Ontario Ministry of Energy

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PROPOSED HEALTH INITIATIVES

A responsible curriculum would

1) Examine lifestyle and environmentally induced illness in Saskatchewan. Review exposure to pollutants in the work place, public or home environment and the implications these have on our health and the costs of health care that we all share. Determine which health problems are preventable and how they might be prevented.
2) Examine the concept of preventative health and what it involves. Discuss our attitudes and responsibilities concerning our physical health and how these are influenced by advertising, reliance on institutional care, peer pressure and parental examples.
3) Examine the effect of sex stereotyping on our individual behaviour and discuss how these attitudes shape the lines of men and women in our society. Explore how these attitudes might be changed and what the implications of those changes could be.

Example of Health Initiative

Local residents may be at risk due to increased exposure to pesticides used by area farmers and the resultant contamination of locally grown foodstuffs. Exploration of non-chemical agriculture techniques in local crop production.

Partial list of Proposed Resource Materials:

a) OUR BODIES, OURSELVES - Boston Women's Health Collective
b) MEN'S BODIES, MEN'S SELVES - S. Julty
c) THE MALE MACHINE - M.F. Fasteau
d) THE LIBERATED MAN - W. Farrel

PROPOSED EXTENSION INITIATIVES

A responsible curriculum could

1) Provide an opportunity for environmentally literate individuals and groups to participate in the preparation of curriculum materials.
2) Encourage schools to budget for and make use of individuals outside the school system, industry and government with special expertise in environmental issues for presentations, discussion groups assisting teachers with preparation of class materials.
3) Encourage schools to budget for student trips to vi alternative self-reliant approaches in energy, food and shelter.

IN SUMMARY, it is our conviction that the exposure to alternate lifestyles to the type seemingly promoted by the current curriculum are essential to insure that our young people have the knowledge necessary to make the decisions and choices in their lives that will insure their future and that of the world.

Submitted (Page 7) on behalf of the Meadow Lake & Area Environmental Group.

Robert Dunk

Sharon Hurd-Clark

Ronald K Clark

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TO: THE DEPARTMENT OF EDUCATION - INSTRUCTION AND REVIEW COMMITTEE

Thank you for allowing us this opportunity to express our views on curriculum and instruction review.

We feel that what is being taught is not so important as how it is being taught; we will therefore first discuss instruction.

1. STUDENT-TEACHER RATIO- This is a determining factor in the quality of education the individual child receives.

   a) A high number of students leaves the classroom teacher little time to identify the needs of any child, particularly in the lower and upper ability child.

   b) Teachers should have adequate time to stream students based on their ability level.

   c) High numbers make self-fulfillment of the individual child very difficult to attain.

   d) Progressive learning for the individual child must have more emphasis.

2. METHOD OF INSTRUCTION

   a) To make schools more operable in the 80's and 90's there must be an increased liason between school, community and home.

   b) The community resources should be highly utilised in the form of resource personel and field trips. Let's make children aware of the community not shut them away from it. How can we teach them what the working community expects of them if they never see this aspect of society?

   c) As a general rule teachers are not receptive to parent inquiry, this must change. Parents are often more capable of evaluating their childs educational ability than is a teacher who has seen them for a period of a few months. Schools should encourage parents to visit the school at any time and more interviews should be encouraged. An informed parent is less critical and could be an asset to the child's education IF they were encouraged by the school.

   d) Teachers must constantly evaluate their subject matter and method of instruction for it to be effective teaching for students.

Continued on Page 2

e) TEACHER BURN OUT- this is an area in which the Department should attempt to assist teachers. Perhaps teachers could, with the assistance of administration, evaluate their need for a change of course, grade, or course upgrading. Teachers are human and can get too comfortable and resist change - this must not occur. Each teacher affects the lives of a great number of students and it must not become an adverse effect due to "teacher burn out".

EXCEPTIONAL CHILDREN

Schools need to do a more effective job of identifying the exceptional child at an early age (before Division II year I) when they are the most receptive to learning.
To quote Tom Barrett from the Edmonton Journal- "society needs leaders and this is where they are going to come from.". "Bringing the top down and the bottom up to make everyone the same is a twisted version of equality". "But teachers acknowledge that many of their best students are simply treading water and about one in four is ending up as a chronic underachiever, drowning in the shallow waters of mainstream education". Why is this allowed to happen?

If teachers are unable to identify these children and provide an adequate enrichment program, then a special program within the cirriculum is needed.

CURRICULUM

The current curriculum has somehow lost three important letters of the alphabet, F,U,N (FUN) beginning in Year I division I.

The curriculum as it exists is too full of content which is implemented at too early an age. Learning does not have great value if you have nothing to apply it to.

Is a heavy curriculum not allowing for enjoyment and spontenaiety? It is a known fact that children are expected to do homework at an early age. This leads one to believe that the curriculum is too heavy and stuffedwwith content or the method of instruction needs to be reviewed, or both. Is homework necessary? Society has recognised the need for recreation and relaxation to relieve stress, this is also essential for children.

Today's society has so much knowledge to offer from sources other than the school, we must make sure that our children have time to pursue these other sources of knowledge. An elementary child spends 6½ hours at school, if they are a bus student we could usually add another 2 hours to that number making a total of 8½ hours. To refer back to our earlier statements - where is there time for fun? and for homework? and to pursue other knowledge???

In summary we certainly agree that there is a need for curriculum and instruction review at this time, we feel the above points are vital in the education of our children.

Ruby Oster
Ruby Oster

Mary Petersen

February 8, 1983

February 8,1983

The Minister's Advisory Committee
for the Curriculum and Instruction
Review

Dear Committee,

We are grateful for the opportunity to petition the Ministers Advisory Committee with our concerns regarding our childrens education in the Saskatchewan School System.

It has come to our attention that in grade seven health, evolution is the theory presented as an explanation for the origins of life. Under the heading "The Theory of Evolution", page 11 of "Health, Science and You Book 1", evolution is presented as a possible explanation for the development of life. I want to give the teacher credit for pointing out that this is only one of the explanations for the origins of life. However, when creation is not taught on an equal basis with evolution how can a child apply any of the simple reasoning we are trying to instill in these young minds? An example of scientific reasoning includes: observation, problem, hypothesis, experminent, theory and law. Much of what we accept as science is only someones interpretation of what he sees and not an actual fact.

Another concern we have with evolution being the only theory taught is that it leads to humanist ideaology, the thinking that man is the ultimate, to hold mankind as the centre of the universe, to deify man. The ruin of this philosophy is seen in the playboy issue, euthanasia (imperfect people) abortions (not a life but a mass of cells) Everything is relative, there is no sound basis for right and wrong because it constantly changes. There is no rhythm or reason to life. This is reflected in our high rate of teen suicides.

On the other hand a creationist acknowledges a divine creative power. This creator has absolutes to live by that don't change. Man was deliberately created for a purposed. Man is special and of great value.

We believe it is educationally unsound to teach one model exclusively when another exists with at least equal capacity to explain the observational data.

Adena Shaw
Joy Naylor — 4613-45th St. Lloyd
Irene + Daryl Young, Maidstone, Sask.
Pearl Black Lloydminster
Ross + Gail Jorgensen " "
Harold & Elaine Martin Lloyd. Sk.
Olga + Dean Regier Lashburn Sask.
Joan Palmer Marsden Sk
Bev Schofield Rod Argue
Otto + Sophia Brandt Leone Argue
Gilbert + Dorothy Aitchison Lloydminster.
Fred Palmer Marsden Sk.
Gail Watt 4810 - 58 ave Lloyd Over

660.

Betty Klassen

Lloydminster

Wendy & Eric Collins - Lloydminster

Cathy Naylor Lloyd

Niko + Darlene Morgan

Mark Copeland Lloydminster, Alta

Jack Allen Lloydminster Alta.

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Parents Please Sign Here.

Name	Phone No.	Name	Phone No.
J. Klause	825-5667	Linda Klause	825-5667
[illegible]	875-3577	Carol Wieler	875 3080
Cindy Rackham	875-9437	Spiro Kokonas	
Esther Huber	825-7078	Doug Freeman	875-7417
Rosie Kirshaw	825-3577	Richard Roby	875-5173
Reg Bevan	-825-2393	R. Stauffer	875-7705
Shirley Slupianka	875-3031	M. Plant	825 3058.
Debbie Peregrym	825 2112	Tom Plant	875 7728
Ev Bergmann	875-8811	Herb Slupianka	875-3031
A. Wiebe	875 5273		

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C.A. McClain
Agnes Reinwood
Roy Cusick
Ethel Fisher
Mary Kuback
Brad Kilbard
Terry Ewasink
Einar Jenson
Julia McClain
Lorna Ewasink
Willa Kashuba
Ruth Steinmacher
Lois Hendricks

J. Harden
Judy Peregrym
Ron Dietrich
Cory Wills
Wayne Kelly
E.J. Aasen
Dale Wills
W.J. Forsyth
Dwight Peregrym
Lola Lane
Arlina Baldigon
Wilfred Fisher
Lorraine Peregrym

[redacted] Mary Forsyth
Randy Peregrym
Carol Petkau
J. Doug Petkau
Helen Kashuba
Gordon Lane
Erika Wills
Edith Hendricks
Valerie Aasen
Merle Dietrich
Don Peregrym
M. Carlson
M. Carlson
Darlene Peregrym
Peter Peregrym

OVER

February 8,1983

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Gilbert Sommer
Albert Erickson.
Doug McMann

Gloria Evenson
Mr & Mrs. Warren Olson
Harvey & Beth Peters

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Dale Herbert
Robert Ketterer
Cindy Bristow
Sharon Lawrence
Norma French
Ken French
Arnold Leeson

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Morris, Dr. Henry, ed. *Scientific Creationism: Public School Edition.* San Diego: Creation-Life Publishers, 1974.

Morris, Dr. Henry. *The Scientific Case for Creation.* San Diego: Creation-Life Publishers, 1977.

Wysong, Dr. R. L. *The Creation-Evolution Controversy.* Midland, Mich.: Inquiry Press, 1976.

Gish, Dr. Duane T. *Evolution, the Fossils say NO! (Public School Edition).* San Diego: Creation-Life Publishers, 1978.

Whitcomb, Dr. John C. and Morris, Dr. Henry. *The Genesis Flood.* Grand Rapids: Baker Book House, 1961.

Morris, Dr. John D. *Tracking Those Incredible Dinosaurs.* San Diego: Creation-Life Publishers, 1980.

If you cannot find these in a bookstore, you may order all but Wysong's from the Creation-Life Publishers, 2716 Madison Ave., San Diego, CA 92116. Wysong's book may be ordered from the publisher at 4925 Jefferson Ave., Midland, MI 48640.

The following is a list of some of the other organizations interested in creation-science research. They are varied in their areas of emphasis, organization, presentation, methods of investigation, quality of publications, and specific beliefs. Some present their material at a very basic level, while others require an advanced degree for membership. Most have free information available about their organization at the indicated addresses.

Bible-Science Association: 2911 East 42 Street, Minneapolis, MN 55406. Provides perhaps the most complete listing of books, tapes, filmstrips, and other creation-science material for sale. Write for their free catalog. Also publishes a monthly newsletter.

Creation Research Society: 2717 Cranbrook Rd., Ann Arbor, MI 48104. Publishes the best quarterly journal in creation/science.The society consists of over 600 members who have at least an advanced degree in an area of science.

Creation-Science Association: Box 9075, Station E, Edmonton, Alberta, Canada T5P 4kl. Publishes *Creation Dialogue,* a bimonthly publication which especially covers Canadian activities.

Creation-Science Association: G.P.O., Box 2935, Adelaide, South Australia 5001, Australia. Publishes *Ex Nihilo,* a quarterly publication.

★ *Creation-Science Research Center:* P.O. Box 23195, San Diego, California 92123. Publishes numerous books, tapes, and filmstrips. A monthly report is sent free to interested people.

Creation Social Science and Humanities Society: 1429 N. Holyoke, Wichita, Kansas 67208. Publishes a quarterly publication dealing primarily with the implications of the creation model of origins for the social sciences and humanities.

Geoscience Research Institute: Loma Linda University, Loma Linda, CA 92354. Publishes *Origins,* a biannual journal with mostly technical articles.

Institute for Creation Research: 2716 Madison Ave., San Diego, CA 92116. Publishes numerous books, tapes, educational materials, and conducts seminars and teacher workshops. *Acts and Facts,* a monthly bulletin, is sent free of charge to those interested.

Museum of Creation Publications: 1457 Washington, Lincoln, Nebraska 68502. Publishes a quarterly journal.

North American Creation Movement: Box 5083 Stn. B, Victoria, B.C., Canada V8R 6N3. North American distributor of *Creation,* the publication of the evolution protest movement of England.

Students for Origin Research: P. O. Box 203, Goleta, CA 93017. Publishes an inter-campus student newspaper called *Origins Research.*

[illegible]

[illegible]

[illegible]

[illegible] journal.

[illegible] American

[illegible]

[illegible] student news-

[illegible]

" THE SHEMA "

A presentation made to the Committee on Curriculum Reveiw of the Saskatchewan Department of Education by the Rev. Brian R. Roadhouse on behalf of the people of the congregations of Lashburn, Marshall, Lone Rock and Waseca United Churches.

The basic position of this presentation is to say that the education of our children is incomplete if it does not include the dimension of faith - not in a narrow and limiting way - but rather in a manner in which the child is exposed to the richness and diversity that the many faiths of the world can offer. We believe this education needs to take place not only in our homes, but in the churches and schools as well. The bottom line of this position is that unless this faith education is begun to be taught immediately, the future of our society, and indeed, world, is at stake.

The word "shema" comes from the Hebrew language, and means "Hear Thou." The context in which the word is useful for us in this presentation comes from the 6th chapter of Deuteronomy: "Hear thou, O Israel, Yahweh our God is the one Yahweh. You shall love Yahweh your God with all your heart, with all your soul, with all your strength." The shema - the first commandment - still spoken today by Jews at the beginning of every service of worship. And sometimes said in the first person - "Hear thou, O Israel, Yahweh our God is the one Yahweh. I shall love Yahweh, my God, with all my heart, with all my soul, with all my strength." It has been a cry of the martyrs for many, many centures - "Hear thou, O Israel!"

In the reading from Deuteronomy it is followed by some very impressive instructions: "Let these words I urge on you today be written on your heart. You shall repeat them to your children and say them over to them whether at rest in your house or walking abroad, at your lying down or at your rising; you shall fasten them on your hand as a sign and on your forehead as a circlet; you shall write them on the doorposts of your house and on your gates."

The best thing about the movie "O God II" was when George Burns as "God" manages to get a campaign started in which school children write "Think God" in every conceivable place - on fences, blackboards, T-shirts, sidewalks, bumpers, etc., etc. Until no one in the entire country can avoid "thinking God", if only in exasperation over seeing the graffitti everywhere they go. "Think God" is an appeal for people to have a God-centered approach to life - to the whole world. "Think God" is a form of the shema: something we are to repeat to our children, to write on our hearts and gate posts.

And so the question is - are we teaching our children to "think God", or are we even "thinking God" ourselves? It's getting more and more difficult in this society, isn't it? Jeremy Rifkin, in a book called The Emerging Order, gives a brief history of the last two hundred years, in which he sees an ethos - a mindset which has run ragged over most of the people on this earth - capitalists and communists alike. This ethos -

this way of thinking - says that nature is the raw material for making money — that progress for mankind is conceived mainly in terms of increasing wealth — that the abilities we have to reason - and other human abilities - are primarily used for gaining personal advantage over others: that religion is a "private" affair - and that the world can be quite easily understood without any reference to God. These statements are an example of a way of looking at things which pervades most of the people on this earth. It's very, very close to being universal. "Clutch and grab - mostly from the riches of the earth - its wealth and resources. Clutch and grab - also from those who aren't quite as smart, or as strong as you!" Religion is only for softees who can't quite hack the big world - and - "who needs God anyway?" "I do quite well without all that religious crap." This secular, materialistic, super competitive, "grab all at any cost" kind of thinking is so much a part of the air around us, is so powerful and influential, so mind boggling, and so a part of the whole world, that I wonder whether something like George's "think God" campaign could even turn it around!

If you think other than this way of the world, you're in the minority and losing more ground everyday! In fact, to "think God" in our times would be like trying to hum "Amazing Grace" at a rock concert. It couldn't be done! You'd end up throbbing to the drum beat - with the tune of 'Amazing Grace' long forgotten.

What are we going to do? Rifkin's theory in The Emerging Order is that this prevailing secular mindset is doomed to failure in the near future because nature cannot possibly sustain the mindless, limitless exploitation to which it is now being subjected. Pollution - the depletion of resources with no thought to renewal - and the population explosion, will spell the end to our present era. Nuclear armed powers will compete for what is left of our planet - clutching and grabbing from whoever is weaker.

What can we do? ...... The shema........ The majority of people in this world will have to start to "think God." A new ethos, a new mindset will have to replace the old 'clutch and grab'; a new mindset of cooperation and sacrifice. This will take a massive spiritual upheaval: people will have to begin to see nature as God's creation - to understand what it means for us to be stewards of the land - the sea - the air, to respect all other living things as the creations of God - to honor other people as equally beloved by God. A theological understanding of the world is the mindset that is necessary if we are to have an ethos of cooperation and sacrifice that would mean a continuation of human life as we know it.

What can we do? Have you had a look at what your children are being taught in Science? I don't just mean High School - I mean even down to grade five! It is a theory of evolution that stresses chance mutation, natural selection and gradualism - no room at all for any purpose in the process - no room at all for any initiative by God.

I don't doubt there has been some evolutionary developments in the creation of the world as we know it - but the existing theories of evolution are thoroughly deficient and inadequate, even from a strictly scientific viewpoint. It is being increasingly recognized in the scientific community that there is no satisfactory, scientific explanation of why new developments emerged in the creative process - and that the 'gradualism' of Darwin's theory does not fit the facts of evolution as seen in the fossil records.

I'm not saying we should teach the story of creation as though it were scientific fact, either. What I am saying is that we have a right, and a duty as Christians, to stop the teaching of an erroneous explanation of where 'humans came from' - especially when this kind of teaching leads to a mindset - an ethos - where nature is "neutral", governed by chance - and so all is game for unlimited exploitation.

It's urgent that we begin to teach our children the shema - to teach them to "think God" - about all of creation, and about all of human society. For too long we have lost by default in the education of our children! You should know that I don't mean that we should jam it down their throats - or other people's kids throats! I don't mean that - but.....we had better start thinking the shema ourselves, and we'd better start thinking of how to teach it to our children, if we want any hope at all of seeing a new ethos - a new mindset of cooperation and sacrifice that will surely pull us out of the age of scarcity and gloom that faces us - and our children! In order to teach our children the shema, the schools must be an integral part of the process. The Education Act of Saskatchewan provides for the possibility of up to two and one-half hours per week of religious instruction to be included in the curriculum - depending on the approval of the local Board of Education. The law recognizes the need for children to learn about religion in the school - as well as at home and in the church!

That's what the law says - but how to make it happen is obviously the difficult part. I have some suggestions to make in answer to the most common sorts of objections:

1. Who's going to do the teaching?
2. What should be taught?
3. How are we ever going to get our local board to allow religious education to be included in the curriculum?

I see all three concerns as being tied to the other - and so I see a need for all three to be solved together. A local board will not likely agree to providing time for religious instruction unless it is satisfied that what is being taught - and those teaching it - are acceptable to the whole area or constituency served by the Board. It's commonly thought that because the religious - or anti-religious - convictions of the people of an area vary so widely, it's safer (and maybe even fairer) to forget all about religious instruction in the schools! That's exactly why we are where we are today - we've given in too easily! For - if the question of what should be taught could be answered, to the satisfaction of most of the people in the school boards area - then it seems possible that it would happen - right??

There's a valuable lesson to be learned from the departments of Religious Studies at universities. There is a department of Religious studies at the University of Saskatchewan in Saskatoon who offers classes on all the major religious traditions of the world. These departments usually include people from the whole spectrum of religious and non-religious orientations. In fact - they are extremely sensitive to any possibility of religion being taught in the University in a way that shows prejudice for or against a particular religion. At the same time, most universities acknowledge that it is appropriate for their departments of religious studies to emphasize studies in locally dominant religions, more than in religions which are not represented in the local area. If a similar approach to the study of religion could be implemented in elementary and high school, we would begin to fulfill our responsibilities as teachers of the shema.

I know that some Christians would be most upset at having their children learn about other religions along with Christianity - but we live in a global village, where mutual understanding can only come from knowing something about your neighbor. The great Canadian author and theologian, Northrup Frye, has said that children are prematurely 'senile' if they do not know their own religious heritage - and prematurely 'blinded' if they do not know the religious heritage of others. Do we want our children to be both senile and blind?

The question of who would do the teaching doesn't involve pointing a finger at me - it involves looking again at the University. The School of Education at the University of Saskatchewan, Saskatoon, offers both major and minor programs in religious studies for those who are preparing for teaching careers. It's mostly the Roman Catholic folks who are taking advantage of the program now; but the point is, if religious education was a regular part of the elementary and high school curriculum, then it would be possible for present and future teachers to gain expertise in the teaching of religion by taking university classes already offered.

If the school board planned for a 'phasing in' of religious instruction as trained teachers became available, it wouldn't take very long for the whole program to be in place.......

We don't have any choice. If our children don't soon learn to "think God" - if the world doesn't soon learn to cooperate and sacrifice - it won't matter whether we teach religion in schools! We - and our children - won't be here!!

Mr. Gordon Currie, the Minister of Education in Saskatchewan, has begun a major province-wide review of our education system. A "Questionaire on Issues in Schooling" has apparently been sent out to the parents of every child. Now is our time to act. Now is the time to "Think - and Act - GOD!"

Oliver Humphreys
1362 - 94th Street
NORTH BATTLEFORD, SASK.
S9A-0E2.

Feb 11th 1983.

Curriculum + Instruction Review
Dept of Education
3230. 8th St. E.
Saskatoon.

Dear:-

After attending a meeting here in North Battleford this last evening Feb 10th 83. on the above named subject namely Curriculum and Instruction Review. I have the following coments and recomendations to submit.

Reading. Beginners are not taught in the classroom enough. This fact is proven by the large number of children who do not speak clearly, use poor pronounciation thereby not correcting the ~~proper~~ improper use of language in the home. No one can think without the use of language, So it is most important the this instruction is given at school. There should be no homework assigned to any student who can not read and wright properly. Many parents have no time to teach reading or Writing. Also there should be no instruction in any language but English at least untill having passed grade eight. This is an ~~English~~ English speaking country. There cannot and never will be such a thing as a united Canada with French being taught to some children and no English untill to late in thier lives. Children who are taught French alone are not part of the North American society.

7. Arithmetic.

This is a subject closly related to language. Mathamatics and language are interwovene in forming opinions, such as judging distance, speed also weights and measurements. When children start to use theese little calculators they quit using thier brains. As you well know by the habit of making a writen note of of some date, measure or other activity the sence of remembering is lost. There fore oral arithmetics is important

Homework.

This is used far to much by the school system today. When I went to school here in Sask. no one was assigned homework. We had work to do at home. Our studies were carried on at school. This was nessicary as we had to make a living and also some of the very important lessons in life were learned. Things that could not be learned in the classroom. And most of all the teacher was held in high esteem which made the work for him or her much easier. There are to many teachers giving homework to one student. Do you think this will make for good relations with all concerned?

There's a lot of talk now about suicide among children. Do not some teachers see that some of this problem comes out of our educationo system? I do. Children are individuals and can not all be forced ~~to be~~ or made conform to some rule of dictators who in the opinion of the child does not consider them as persons, ~~so that~~ they are not justy treated. They are sick from stress. and requre special care in such a case. I personaly in all of my life here have not herd of any Suicide having happend with young folks. There have been some old people that I know who did end thier own lives.

And farther I may say that I have lived in this area since 1912. Had only grade school education, wrote my grade eight examinations in the North Battleford Collegiate in 1921. My father was the organizer of the Devonia School District No 3664 in 1915. I was on the school bard of the Devonia School in 1928 and as chairman or sec for some twenty fives there after. Also the trusty for Sub Dist 3 of the Round Hill Municipality No 467 which was part of the Medstead School Unit from 1945 untill 1952. Councilor for Div three of the Round Hill Municipality 1929 to 32. and again 1946 to 1954 or 5. As well as a wht Pool member Committeeman for 58 years ending in 1979 when I retired from that service.

During this long period of time some things have happened that I as well as a lot of us here do not like. Such as the removal of our old Flag. No more Red, White and Blue. Then this French Language forced into use resulting in double labeling which is not needed here in Sask. Then to top it all off the Metric System SI which is in no way practical here or needed. The Decimal system is all that we need if anyone wants to measure by tens. This country is surveyed by the mile, ~~gas~~ acres are used on the farm machinery such as drill and sprayer. and all building are measured in feet and inches.

The school system has through its lack of contact with the people who produce the welth of Saskatchewan lost a lot of the respect and prestage that the used to have.

A lot of money and time is presently being wasted.

Yours Truly
Oliver H. Humphreys

P. O. Box #2
St. Walburg, Sask.
S0M 2T0

February 10, 1983

Curriculum and Instruction Review Board
2220 College Avenue
Regina, Sask.
S4P 3V7

Dear Sirs:

Enclosed is a prepared brief, together with mimeographed copies of lessons in literature as taught in the St. Walburg High School. These lessons, when handed to me, prompted the preparation of the brief in which I advocate wholesale changes in the educational system of this ~~country~~ and, indeed the world.

The monologue by Jonathan Swift is perversion which can serve no other purpose than to vilify the fundamental cornerstones of our society, namely, the Family Unit and Christianity as a whole. Although it singles out Roman Catholics and degrades them to a category of barnyard livestock, it is a classified attack on Christianity and tries to negate Creationism while beatifying humanism and Atheism. This is recommended reading and is supposed to be satire.

The excerpt from Chaucer is a translation selected by the Teacher. It serves to exemplify the method by which those free thinking, emancipated liberals, who call themselves teachers, who are supposed to be an extension of the community, can choose smut from an already lopsided, ~~left wing~~ curriculum, which is intended to demoralize our young students. After all, was it not Lenin who said "Give me a generation of your youth and I will give you Communism".

Never has the time for enlightened leadership by a western Government been more optimum. The timing of the government initiated curriculum meeting, I believe to be a definite step in the right direction and with respect to my own concern, could not have come at a more opportune moment.

I write this as a concerned citizen and parent. Although I am a member of the Local Board of Trustees, this does not reflect the opinion of other Board Members.

Respectfully yours,

K. E. Schneider

Enc. 3

c.c. Gordon Currie, Minister of Education
Paul Meagher, M.L.A., Prince Albert

COMMENTS ON THE CURRICULUM AND INSTRUCTION REVIEW COMMITTEE

DEPARTMENT OF EDUCATION PROVINCE OF SASKATCHEWAN

NEEDS OF THE CHILDREN

The needs of the child is perhaps a misnomer. Every child born in an affluent society such as ours is entitled to an education which will, at its conclusion, provide him with the basic knowledge or skills necessary to embark on a career of his choice. In conjunction with this, it is the duty of parents and the responsibility of the school system to provide the educational vehicle necessary to facilitate this objective. To say that all children are equal would be a fictitious supposition because, of course, there are many extenuating circumstances which induce limitations to the learning capacities of a child. These should not be grounds for denial of that particular individual to the right to an education and a chance to overcome that handicap.

Thus it should be said that all children have equal opportunity with respect to their learning capabilities and capacity. Individual students should not be inhibited because they are subjected to ethnic and psychogenic idiosyncrasies, which do not fall into government established norms. For example, language and environmental barriers or learning abilities and disabilities. Sometimes students are forced into classifications because of location, as in the case of rural schools and poorer sections of the urban centre, which subjects them to a limited curriculum and sometimes an inferior quality of teaching staff. This is due to a basic fault of the superstructure of a centralized education system. A system funded by tax dollars, collected and administered by the government, lends itself to be completely dominated by bureaucratic mandarins who are not so much concerned with providing a good education as they are with kingdom building.

A system operating in this manner also suffers from all the shortcomings of electioneering by aspiring governments. In as much as the school district with the most votes would naturally get the most lavish and best equipped schools, so the best equipped schools will naturally attract the most qualified teachers, not to mention the fact that because of the enrollment at the large urban centre, the teachers would have a lighter work load due to the greater 'teacher to student' ratio.

An educational system, so totally controlled by Caesar, also has one other very fundamental defect. That is, it can be very easily infiltrated and soon dominated by undesirables, particularly on the curriculum selection committee. The effect of this would be a biased curriculum through our educational system. In a system such as ours, I believe we have arrived at a situation which is top heavy with educators. This, coupled with the invulnerability enjoyed by the teachers, under the protection of the S.T.F. union agreement, we, the tax payers, are subjected to a system which can only be described as a "Grad Mill" which pumps out functional illiterates who cannot make entries into a cheque book, address an envelope or head up a letter, much less fill out job applications or prepare a resume. All the while the education system and the teachers being exonerated because the beguiled parents have been appeased with a graduation exercise and a diploma bestowed on the high school graduate who can only converse in guttural monosyllables.

Nowhere is there a more blatant misrepresentation of the taxpayers rights than the structuring of the School Board System. Under the present system we have a Director of Education who enjoys absolute and despotic power over the School Unit. He writes the rules, he is Judge, Jury and Police in the implementation and adherence to these rules. He has control over the teacher selection committee. He interviews ad hires the teachers. He ultimately

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will be the one to determine whether a teacher is doing his or her job. To appease the local ratepayer, they are allowed to strike a welcoming committee which serves as nothing more than a get-acquainted function, more commonly known as the Local School Trustee Board.

The function of the Local Board of Trustees is a joke. The Local Board is privy to the janitor, the school bus driver, the use of the Gym, with absolutely no power to preside over any meat matters: i.e curriculum, teacher evaluation, classroom morals.

There is no grassroots accountability process within our present school system. In a free market system the ratepayer should have the final choice as to what is taught in the schools. They should have veto rights over the Director of Education with regard to who teaches their children. And they should have a choice as to the school their children attend.

An educational system should be devised whereby a ratepayer can take his money allocated for the education of his child, shop around for the school with the best track record, and enroll his child there. If the child is academically inclined, he would be looking for a school excelling in the academic field. If the child is technically inclined, he would hunt out the best Technical School.

In the final analysis, the customer would be searching out the best schools; and the schools who see their enrollment dwindling would have to do some soul searching and eventually clean up their act or go out of business.

Of course, the strongest opponents to a consumer orientated system such as described above will be the educators themselves. They will oppose it because it devolves them of control. They would visualize their little kingdoms crumbling in a heap of rubble aroung their ankles. They will foment all sorts of fictitious arguments to justify their strangle-hold on the educational system and denegrate the virtues of a consumer-controlled system

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such as I have described. The two which come to the forefront will probably be:

a. It is unconstitutional.

b. It lends itself to segregation.

They would argue that a system such as this would enhance the Parochial School System.

A Parochial School, by subscribing to a system such as this, would effectively negate their private autonomy, because, with public funds go public control; something private schools, I think, would and should, avoid like the plague.

They will argue that this plan would induce segregation. This argument has no merit either. In fact, the contrary would be true because if each child has the same amount of money to spend on an education, then the system would act as an equalizer. It would be necessary to have built-in safeguards against enrollment prejudices.

All in all, the system could do nothing but good for the standard of education in this province. It would wrest control of the education of our children out of Caesar's hands and out of the S.T.F. hands and place control where it belongs - back in the hands of the consumer.

The Government will do well to consider such a voucher system.

Respectfully submitted,

K. E. Schneider
School Board Trustee
Turtleford Unit

C.C. Gordon Currie, Minister of Education
Paul Meagher, M.L.A. Prince Albert

3 copies

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I'll do nothing of the sort, for love or riches!
You'd make me kiss a piece of your old britches
And for a saintly relic make it pass
Although it had the tincture of your ass.
By the cross St. Helen found in the Holy Land,
I wish I had your balls here in my hand
For relics! Cut 'em off, and I'll be bound
If I don't help you carry them around.
I'll have the things enshrined in a hog's turd!"
The Pardoner did not answer; not a word,
He was so angry, could he find to say
"Now," said our Host, "I will not try to play
With you, nor any other angry man."
Immediately the worthy Knight began,
When he saw that all the people laughed, "No more,
This has gone far enough. Now as before,
Sir Pardoner, be gay, look cheerfully,
And you, Sir Host, who are so dear to me,
Come, kiss the Pardoner, I beg of you,
And Pardoner, draw near, and let us do
As we've been doing, let us laugh and play."
And so they kissed, and rode along their way.

QUESTIONS : Use the description of the Pardoner ~~from the General~~ Prologue, the Pardoner's own introduction to his Tale, and the Tale itself, to answer the following questions. Be sure to answer fully and give clear explanations when necessary. Examples from the material should be used although direct quotation should not be needed. You must look at the description of the Monk from the General Prologue to answer question 1.

/40

1. The portraits of both the Monk and the Pardoner are considered to be ironic. Why? To what extent is the portait general, to what extent specific? What kind of specific detail does Chaucer use? /-

2. The Pardoner's introduction follows the organization of a medieval sermon: the theme is stated in line 6 (in Latin) and it adds to the knowledge we have gained from the General Prologue. The Tale itsef is an example of the theme and at the end of the tale, the audience is allowed to act on what it has learned.(lines 552 - 563).
   a. Examine the irony present in all three of the parts noted above. Describe the irony for each and say how each inter-relates with the others. /10
   b. Compare the description of the Pardoner's character from the General Prologue with the character he reveals in the Introduction to the Tale and the Tale itself. Include the part after the Tale ends. /10

3. Examine the motivation of the Pardoner. Why is he so open with his audience in his Introduction? How does he finish his tale in lines 552 to 593? Why is he so angry at the host's remarks ? Can he possibly have hoped to succeed (remember Chaucer's comments at the end of his description in the General Prologue). /15

(9)

A MODEST PROPOSAL

For Preventing the Children of Poor People in Ireland
From Being a Burden to Their Parents or Country, and
for Making Them Beneficial to the Public.

By Jonathan Swift

It is a melancholy object to those who walk through this great town or travel in the country, when they see the streets, the roads, and cabin doors, crowded with beggars of the female sex, followed by three, four, or six children, all in rags and importuning every passenger for an alms. These mothers, instead of being able to work for their honest livelihood, are forced to employ all their time in strolling to beg sustenance for their helpless infants, who, as they grow up, either turn thieves for want of work, or leave their dear native country to fight for the Pretender in Spain, or sell themselves to the Barbadoes.

I think it is agreed by all parties that this prodigious number of children in the arms, or on the backs, or at the heels of their mothers, and frequently of their fathers, is in the present deplorable state of the kingdom a very great additional grievance, and therefore whoever could find out a fair, cheap, and easy method of making these children sound, useful members of the commonwealth would deserve so well of the public as to have his statue set up for a preserver of the nation.

But my intention is very far from being confined to provide only for the children of professed beggars; it is of a much greater extent, and shall take in the whole number of infants at a certain age who are born of parents in effect as little able to support them as those who demand our charity in the streets.

As to my own part, having turned my thoughts for many years upon this important subject, and maturely weighed the several schemes of other projectors, I have always found them grossly mistaken in their computation. It is true, a child just dropped from its dam may be supported by her milk for a solar year, with little other nourishment; at most not above the value of two shillings, which the mother may certainly get, or the value in scraps, by her lawful occupation of begging; and it is exactly at one year old that I propose to provide for them in such a manner as instead of being a charge upon their parents or the parish, or wanting food and raiment for the rest of their lives, they shall on the contrary contribute to the feding, and partly to the clothing of many thousands.

Q There is likewise another great advantage in my scheme, that it will prevent those voluntary abortions, and that horrid practice of women murdering their bastard children, alas, too frequent among us, sacrificing the poor innocent babes, I doubt, more to avoid the expense than the shame, which would move tears and pity in the most savage and inhuman breast.

The number of souls in this kingdom being usually reckoned one million and a half, of these I calculate there may be about two hundred thousand couple whose wives are breeders; from which number I subtract thirty thousand couples who are able to maintain their own children, although I apprehend there cannot be so many under the present distresses of the kingdom; but this being granted, there will remain an hundred and seventy thousand breeders. I again subtract fifty thousand for those women who miscarry, or whose children die by accident or disease within the year. There only remain an hundred and twenty thousand children of poor parents annually born. The questions therefor is, how this number shall be reared and provided for, which, as
Q I have already said, under the present situation of affairs, is utterly impossible by all the methods hitherto proposed. For we can neither employ them in handicraft or agriculture; we neither build houses (I mean in the country) nor cultivate land. They can very seldom pick up a livelihood by stealing till they arrive at six years old, except where they are of towardly parts; although I confess they learn the rudiments much earlier, during which time they can however be looked upon only as probationers, as I have been informed by a principal gentleman in the county of Cavan, who protested to me that he never knew above one or two instances under the age of six, even in a part of the kingdom so renowned for the quickest proficiency in that art.

I am assured by our merchants that a boy or a girl before twelve years old is no salable commodity; and even when they come to this age they will not yield above three pounds, or three pounds and half a crown at most on the Exchange; which cannot turn to account either to the parents or the kingdom, the charge of nutriment and rags having been at least four times that value.

Q I shall now therefore humbly propose my own thoughts, which I hope will not be liable to the least objection.

I have been assured by a very knowing American of my acquaintance in London, that a young healthy child well nursed is at a year old a most delicious, nourishing, and wholesome food, whether stewed, roasted baked, or boiled; and I make no doubt that it will equally serve in a fricassee or a ragout.

I do therefore humbly offer it to public consideration that of the hundred and twenty thousand children, already computed, twenty thousand may be reserved for breed, whereof only one fourth part to be males, which is more than we allow to sheep, black cattle, or swine; and my reason is that these children are seldom the fruits of marriage, a circumstance not much regarded by our savages, therefore one male will be sufficient to serve four females. That the remaining hundred thousand may at a year old be offered in sale to the persons of quality and fortune through the kingdom, always advising the mother to let them suck plentifully in the last month, so as to render them plump and fat for a good table. A child will make two dishes at an entertainment for friends, and when the family dines alone, the fore or hind quarter will make a reasonable dish, and seasoned with a little pepper or salt will be very good boiled on the fourth day, especially in winter.

I have reckoned upon a medium that a child just born will weigh twelve pounds, and in a solar year if tolerably nursed increaseth to twenty-eight pounds.

I grant this food will be somewhat dear, and therefore very proper for landlords, who, as they have already devoured most of the parents, seem to have the best title to the children.

Infant's flesh will be in season throughout the year, but more plentiful in March, and a little before and after. For we are told by a grave author, an eminent French physician, that fish being a prolific diet, there are more children born in Roman Catholic countries about nine months after Lent than at any other season; therefore, reckoning a year after Lent, the markets will be more glutted than usual, because the number of popish infants is at least three to one in this kingdom; and therefore it will have one other collateral advantage, by lessening the number of Papists among us.

I have already computed the charge of nursing a beggar's child (in which list I reckon all cottagers, laborers, and four fifths of the farmers) to be about two shillings per annum, rags included; and I believe no gentleman would repine to give ten shillings for the carcass of a good fat child, which, as I have said, will make four dishes of excellent nutritive meat, when he hath only some particular friend or his own family to dine with him. Thus the squire will learn to be a good landlord, and grow popular among the tenants; the mother will have eight shillings net profit, and be fit for work till she produces another child.

Those who are more thrifty (as I must confess the times require) may flay the carcass; the skin of which artificially dressed will make admirable gloves for ladies, and summer boots for fine gentlement.

As to our city of Dublin, shambles may be appointed for this purpose in the most convenient parts of it, and butchers we may be assured will not be wanting; although I rather recommend buying the children alive, and dressing them hot fromthe knife as we do roasting pigs.

A very worthy person, a true lover of his country, and whose virtures I highly esteem, was lately pleased in discoursing on this matter to offer a refinement upon my scheme. He said that many gentlemen of this kingdom, having of late destroyed their deer, he conceived that the want of venison might be well supplied by the bodies of young lads and maidens, not exceeding fourteen years of age nor under twelve, so great a number of both sexes in every county being now ready to starve for want of work and service; and these to be disposed of by their parents, if alive, ~~or otherwise by their nearest relations. But with due~~ deference to so excellent a friend and so deserving a patriot, I cannot be altogether in his sentiments; for as to the males, my American acquaintance assured me from frequent experience that their flesh was generally tough and lean, like that of our schoolboys, by continual exercise, and their taste disagreeable; and to fatten them would not answer the charge. Then as to the females, it would, I think with humble submission, be a loss to the public, because they soon would become breeders themselves: and besides, it is not improbable that some scrupulous people might be apt to censure such a practice (although indeed very unjustly) as a little bordering upon cruelty; which, I confess, hath always been with me the strongest objection against any project, how well soever intended.

But in order to justify my friend, he confessed that this expedient was put into his head by the famous Psalmanazar, a native of the island Formosa, who came from thence to London above twenty years ago, and in conversation told my friend that in his country when any young person happened to be put to death, the executioner sold the carcass to persons of quality as a prime dainty; and that in his time the body of a plump girl of fifteen, who was crucified for an attempt to poison the emperor, was sold to his Imperial Majesty's prime minister of state, and other great mandarins of the court, in joints from the gibbet, at four hundred crowns. Neither indeed can I deny that if the same use were made of several plump young girls in this town, who without one single groat to their fortunes cannot stir abroad without a chair, and appear at the playhouse and assemblies in foreign fineries which they never will pay for, the kingdom would not be the worse.

Some persons of a desponding spirit are in great concern about that vast number of poor people who are aged, diseased, or maimed, and I have been desired to employ my thoughts what course may be taken to ease the nation of so grievous an encumbrance. But I am not in the least pain upon that matter, because it is very well known that they are every day dying and rotting by cold and famine, and filth and vermin, as fast as can be reasonably expected. And as to the younger laborers, they are now in almost as hopeful a condition. They cannot get work, and consequently pine away for want of nourishment to a degree that if at any time they are accidentally hired to common labor, they have not strenght to perform it; and thus the country and themselves are happily delivered from the evils to come.

I have too long digressed, and therefore shall return to my subject. I think the advantages by the proposal which I have made are obvious and many, as well as of the highest importance.

For first, as I have already observed, it would greatly lessen the number of Papists, with whom we are yearly overrun, being the principal breeders of the nation as well as our most dangerous enemies; and who stay at home on purpose to deliver the kingdom to the Pretender, hoping to take their advantage by the absence of so many good Protestants, who have chosen rather to leave their country than stay at home and pay tithes against their conscience to an Episcopal curate.

Secondly, the poorer tenants will have something valuable of their own, which by law may be made liable to distress, and help to pay their landlord's rent, their corn and cattle being already seized and money a thing unknown.

Thirdly, whereas the maintenance of an hundred thousand children, from two years old and upwards, cannot be computed at less than ten shillings a piece per annum, the nation's stock will be thereby increased fifty thousand pounds per annum, besides the profit of a new dish introduced to the tables of all gentlemen of fortune in the kingdom who have any refinement in taste. And the money will circulate among ourselves, the goods being entirely of our own growth and manufacture.

Fourthly, the constant breeders, besides the gain of eight shillings sterling per annum by the sale of their children, will be rid of the charge of maintaining them after the first year.

Fifthly, this food would likewise bring great custom to taverns, where the vintners will certainly be so prudent as to procure the best receipts for dressing it to perfection, and consequently have their houses frequented by all the fine gentlemen, who justly value themselves upon their knowledge in good eating; and a skillful cook, who understands how to oblige his guests, will contrive to make it as expensive as they please.

Sixthly, this would be a great inducement to marriage, which all wise nations have either encouraged by rewards or enforced by laws and penalties. It would increase the care and tenderness of mothers toward their children, when they were sure of a settlement for life to the poor babes, provided in some sort by the public, to their annual profit instead of expense. (We should see an honest emulation among the married women, which of them could bring the fattest child to the market. Men would become as fond of ther wives during the time of their pregnancy as they are now of their mares in foal, their cows in calf, or sows when they are ready to farrow; nor offer to beat or kick them (as is too frequent a practice) for fear of a miscarriage.)

(Many other advantages might be enumerated. For instance, the addition of some thousand carcasses in our exportation of barreled beef, the propagation of swine's flesh, and improvement in the art of making good bacon, so much wanted among us by the great destruction of pigs, too frequent at our tables, which are no way comparable in taste or magnificence to a well-grown, fat, yearling child, which roasted whole will make a considerable figure at a lord mayor's feast or any other public entertainment. But this and many others I omit, being studious of brevity.)

Supposing that one thousand families in this city would be constant customers for infants' flesh, besides others who might have it at merry meetings, particularly weddings and christenings, I compute that Dublin would take off annually about twenty thousand carcasses, and the rest of the kingdom (where probably they will be sold somewhat cheaper) the remaining eighty thousand.

I can think of no one objection that will possibly be raised against this proposal, unless it should be urged that the number of people will thereby much lessened in the kingdom. This I freely own, and it was indeed one principal design in offering it to the world. I desire the reader will observe, that I calculate my remedy for this one individual kingdom of Ireland and for no other that ever was, is, or I think ever can be upon earth. Therefore let no man talk to me of other expedients: of taxing our absentees at five shillings a pound: of using neither clothes nor household furniture except what is of our own growth and manufacture: of utterly rejecting the materials and instruments that promote foreign luxury: of curing the expensiveness of pride, vanity, idleness, and gaming in our women: of introducing a vein of parsimony, prudence, and temperance: of learning to love our country, in the want of which we differ even from Laplanders and inhabitants of Topinamboo: of quitting our animosities and factions, nor acting any longer like the Jews, who were murdering one another at the very moment their city was taken: of being a little cautious not to sell our country and conscience for nothing: of teaching landlords to have at least one degree of mercy toward their tenants: lastly, of putting a spirit of honest, industry, and skill into our shopkeepers; who, if a resolution could now be taken to buy only our native goods, would immediately unite to cheat and exact upon us in the price, the measure, and the goodness, nor could ever yet be brought to make one fair proposal of just dealing, though often and earnestly invited to it.

Therefore I repeat, let no man talk to me of these and the like expedients, till he hath at least some glimpse of hope that there will ever be some hearty and sincere attempt to put them in practice.

But as to myself, having been wearied out for many years with offering vain, idle, visionary thoughts, and at length utterly despairing of success, I fortunately fell upon this proposal, which, as it is wholly new, so it hath something solid and real, of no expense and little trouble, full in our own power, and whereby we can incur no danger in disobliging England. For this kind of commodity will not bear exportation, the flesh being of too tender a consistence to admit a long continuance in salt, although perhaps I could name a country which would be glad to eat up our whole nation without it.

After all, I am not so violently bent upon my own opinion as to reject any offer proposed by wise men, which shall be found equally innocent, cheap, easy, and effectual. But before something of that kind shall be advanced in contradiction to my scheme, and offering a better, I desire the author or authors will be pleased maturely to consider two points. First, as things now stand, how they will be able to find food and raiment for an hundred thousand useless mouths and backs. And secondly, there being a round million of creatures in human figure throughout this kingdom, whose sole subsistence put into a common stock would leave them in debt two millions of pounds sterling, adding those who are beggars by profession to the bulk of farmers, cottagers, and laborers, with their wives and children who are beggars in effect; I desire those politicians who dislike my overture, and may perhaps be so bold to attempt an answer, that they will first ask the parents of these mortals whether they would not at this day think it a great happiness to have been sold for food at a year old in the manner I prescribe, and thereby have avoided such a perpetual scene of misfortunes as they have since gone through by the oppression of landlords, the common sustenance, with neither house nor clothes to cover them from the inclemencies of the weather, and the most inevitable prospect of entailing the like or greater miseries upon their breed forever.

I profess, in the sincerity of my heart, that I have not the least personal interest in endeavoring to promote this necessary work, having no other motive than the public good of my country, by advancing our trade, providing for infants, relieving the poor, and giving some pleasure to the rich. I have no children by which I can propose to get a single penny; the youngest being nine years old, and my wife past childbearing.

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689.

PRESENTATION TO
MINISTER'S ADVISORY COMMITTEE
TO THE
CURRICULUM AND INSTRUCTION REVIEW

BY MEMBERS OF THE
DIVISION PLANNING COMMITTEE
NORTH BATTLEFORD CATHOLIC SCHOOL DIVIISION #16

FEBRUARY 10, 1983

INTRODUCTION:

The Division Planning Committee is an ad hoc committee of the Board of Education of the North Battleford Roman Catholic Separate School Division # 16 which was formed in the Fall of 1981 for the following purposes:

- To examine the general educational operation of the North Battleford Catholic School Division,
- To serve as a communication link between the Board of Education and various community groups;
- To examine long and short term goals of the School Division;
- To make planning recommendations to the Board of Education.

Representation on the Committee consists of the following: parent from St. Mary School, parent from St. John School, parent from St. Joseph School, parent from Notre Dame School, member of Student Representative Council of Convent of the Child Jesus and St. Thomas College, representative from the City Catholic priests, an elementary school principal , a high school principal, a teacher representative, three Board of Education members, the Director and the Secretary Treasurer of the Board of Education.

Over the past fifteen months, the Division Planning Committee has been very active and has made several recommendations to the Board of Education. Most of these recommendations have been approved by the Board.

The Division Planning Committee has reviewed the "Issues In Schooling" brochure in some detail. However, because a number of committee members have sent in the Issues in Schooling Questionnaire, together with additional comments and recommendations, the Committee decided against submitting a brief. Rather, the Committee wishes to bring to the attention of the Curriculum and Instruction Review Committee certain items of concern which were discussed and on which there was general agreement.

Following is a summary of the items discussed:

1. Compulsory Provincial Examinations

The Committee felt that compulsory provincial exams at the end of grade twelve would assure greater consistency in grading and would avoid present problems of mark inflation at some schools, leading to unfair disadvantage for other students seeking entrance in certain limited university programs. Final exams would also prepare students better for the task of writing examinations at the post-secondary level .

2. Gifted Education

Concern was expressed that whereas considerable funding has been directed toward students with learning handicaps, little or no incentive has been provided for the gifted child. There was general agreement that the Department should consider greater priorization for gifted education, including infusion of funding incentives.

3. Manpower Planning

Most members of the Committee felt that far greater long- and short-term manpower planning is necessary in our country. They expressed concern that even at a time of very high unemployment, the country is experiencing labor shortages in certain trades and technologies.Far more co-operative effort in manpower planning and training is required from our Provincial and Federal governments.

4. Lack of Responsiveness from Department of Education

Committee members expressed disappointment that in interaction with Department of Education officials, they have sensed an unwillingness on the part of Department personnel to provide answers. As well, the Department sometimes takes three to six months before responding to requests. This has, in some cases, led to direct correspondence with the Minister and the Deputy Minister , a procedure which may be unfair to local Department officials who are perceived as working diligently to encourage more and faster response from the Central Department of Education.

5. Single Parent Families

Concern was expressed about the rapidly increasing incidence of single parent families, and accompanying problems which are creating ever increasing demands on our educational system. Even in middle class homes, some students are perceived to be suffering from lack of sleep, improper diet, and the like. An increasing number of students find it difficult to cope under these circumstances.

6. School Spirit

Student representatives on the Committee reported an increasing passivity toward school and school related activities among their colleagues, leading to a decline in school pride and in school spirit. The changing attitudes seem to be related to increasing pressure on students to have money and to own cars. Hence more students now have part-time jobs which often conflict with school activities.

7. Teacher Contracts

The Committee touched on the matter of continuous teacher contracts which can offer protection to teachers who may not be fulfilling their commitments entirely. Merit pay was discussed as a possible solution. However, committee members generally perceived that merit pay may create more problems than it would solve. No other solutions were discussed.

The members of the Division Planning Committee wish to thank the Minister's Advisory Committee for the opportunity to convey their opinions on a number of matters related to education in Saskatchewan. They wish the Advisory Committee total success in their endeavours to improve our fine educational system.

Respectfully submitted by

Hugh Jansen, SRC Representative,
St. Thomas College

Janice Hujdic, SRC Representative,
Convent of the Child Jesus

on behalf of

The Division Planning Committee,
North Battleford Catholic School Division #16
A. Gantefoer, Chairman, Board of Education
Mon. A. Leslie, Pastor, St. Joseph Church
Mrs. J. Gay, Parent, St. John School
Mr. J. Alberding, Parent, St. John School,
Mrs. N. Wappel, Parent, St. Joseph School,
Mrs. B. Fugleberg, Parent, St. Mary School,
A. Blais, Parent, Notre Dame School,
K. Rogers, Elementary School Principal
Mrs. V. Schell, High School Principal
Fr. L. Mann, OMI, Superior
R. Krismer, Chairman, LINC,
H. Bru, Board of Education
F. Lafreniere, Board of Education
D. Maher, Board of Education
P. Baskey, Secretary-Treasurer
S. Digout, Director of Education

Presentation or
Brief for submission to the School Meeting - re issues in connevtion with Schooling.

thank you Mr. Chairman:

I am with the "Right to Life" people here in North Battleford, and I believe that there is Family Life programes being taught in North Battleford, in which the emphasis is on the reproductive organs of the human body: and I do not think that any emphasis is put on the fact that young people should NOT, repeat NOT engage in intercourse prior to marriage.

Along with a description of the reproductive organs - there is information given on the various types of contraception. Now this type of teaching just adds fuel to the fire of sexuality in the minds of the young people. So I along with many other people - say that this type of teaching should not be done. It is a contributing factor to the ever increasing [illegible] pregnancy rate of our teenage girls. I don't think that this rate has decreased in any year since Family Life teaching has been taking place in the schools of Saskatchewan: instead as noted: it has done nothing but increase.

I believe also that in some of the pamphlets that are available to our teenagers: that they are told that it is O.K. to do your own thing, if you feel like it. [illegible]

Now this type of thinking and teaching just adds fuel to the fire. So I along with many other people - say that this type of teaching should not be done. ~~It is a contributing factor to the ever increasing rate of~~

The Right to Life people and many others believe that a child learns about sex primarily by responding to what behaviour he or she meets in their relationship with their parents, and this method is natural and non-forceful.

John Watson.

This type of natural education cannot be duplicated in the classroom; also it cannot be taught by strangers, and it cannot be taught apart from the family. In cases where parents have failed; it is the parents who must be educated; And no matter how many parents fail in that responsibility; it is definately better for our teenagers to have absolutely no classroom sex education at all; than THE type of classroom sex education they are receiving to-day. The facts prove this in the number of teenage pregnancies (I believe the rate has increased every year since the beginning of classroom SEX education) but before classroom sex education, this RATE INCREASE was not noticed at all.

Those opposed to sexual education by the family use the worn out excuse that such parental sex education is so inadequate - that it should be replaced by Classroom Sex education. They have no pregnant statistics to back them up.

A child learns about sex from his parents actions, attitudes and example. By the age of two they know their own gender. They see how parents treat each other, not only at home, but also outside of the home. As the children grow they form relationships with their peers and with the opposite sex; and they learn romance, love, etc.

The child who grows up with loving parents and who is taught the Christian morality by Chrisyian teachers, will interact normally with their peers; even though they have not had Classroom sex education.

In my opinion any Classroom sex education that includes descriptions of the reproductive organs of the human body; and also description of the different contraceptives etc. - should be eliminated entirely; and should be replaced by a programe, which is limited to stating the natural law and the moral law of sexuality only.

I recently had a letter from the Minister of Education for Saskatchewan; and he informed me that he will be having a representative attend a Workshop which is being sponsered by the Saskatchewan Pro-Life Association- where a program which is being used in Calgary Schools and which promotes respect for Life - will be presented. The Minister of Education suggested that they would be looking at this Calgary programe to see if it would be beneficial to Saskatchewan youth. Now as I have heard some in connection with this programe previously - I think that the programe as noted by the Minister, could be in line with the type of thinking, that I have just been talking about.

Thanking you,

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PRESENTATION

TO

MINISTER'S ADVISORY COMMITTEE

TO THE

CURRICULUM AND INSTRUCTION REVIEW

BY

STAN DIGOUT, PH. D.

NORTH BATTLEFORD, SASKATCHEWAN

FEBRUARY 10, 1983

In order to meet the changing needs of students, schools must continue to assess their programs and adjust their priorities if they are to offer the proper learning environment for children. The establishment of an Advisory Committee to examine our educational system through a comprehensive review of opinions from a broad sector of Saskatchewan society, and then to make recommendations to the Minister, seems appropriate at this time. I commend the Minister on his actions, and I thank the Committee for accepting this brief presentation.

It is my opinion that schools cannot and should not attempt to keep changing and adding programs continuously in an effort to keep up with escalating societal and technological changes. Rather I see schools succeeding by placing emphasis in two main areas:

1. Schools should foster the development of each child by stressing values for living. To cope with the increasing strains of modern living, the need for the inculcation of human values in our children is greater than ever. By human values, I refer to such values as love, forgiveness, brotherhood, justice, understanding, and solidarity. The child must be made to feel wanted and known. He must be led to discover the worth of his fellow man, and in so doing, to come to grips with the worth of his own unique creation and dignity.

2. Schools cannot continue to be all things to all people. The emphasis in our schools should therefore be imparting to each child a good general education. This general education should include the following:

- a solid foundation in reading, writing, arithmetic, and religion (or human values);
- an appreciation for , and understanding of, the potential of modern technology, including the computer;

- a desire to become good citizens, based on an appreciation of our history and our cultural heritage;
- a development of skills in gathering, organizing, and evaluating information;
- a basic understanding of consumerism, and an appreciation for the traditional work ethic.

It is my contention that the above will not be achieved through a proliferation of new school subjects. Rather we need a return to basic core subjects: reading, language, social studies, science, religion, physical education, and second languages. To these can be added optional programs in the Arts and in practical skills. If new topics and new skills are required, rather than adding another course or extending an existing course, they can generally be integrated into these subjects. There is no reason why such important matters as healthful living, computer literacy/computer science, management of personal resources, and environmental studies cannot be integrated into basic core subjects, usually with the accompanying deletion of units that are no longer current, appropriate, or educationally beneficial.

I am not implying that our school system should retreat to a simplistic back-to-the-basics approach. Rather, I feel that schools should concentrate on doing the thing they can do best. Vocational training, for example, may be taught appropriately in our high schools in certain limited areas. But the school cannot hope to provide vocational training for students in a manner comparable to apprenticeship and on-the-job experience without investment of vast sums of money for proper and modern equipment.

In my opinion, the approach to education today must be based on the personal growth and well being of the individual. To succeed in meeting the needs of the individual, and in conjunction with a program that stresses values for living and a sound general educatior certain components of our school program must be given greater priority. Among these, I would include:

1. Guidance and Counselling ✓

The emotional upheavals of a rapidly changing society and the accompanying marriage breakdowns dictate that proper counselling services are more important than ever for all students from K-12. Yet guidance and counselling still is placed below the classroom teacher in the priority structure, and is one of the first programs threatened when budget cuts become necessary. Our schools are also very much lacking in well trained, experienced counsellors.

2. Special Education ✓

In the face of an ever increasing number of children with learning and emotional problems, special education programs have improved significantly in recent years. There remain very serious problems however: a 3 percent grant to deal with 10 percent of our students; minimal assistance for the educable mentally handicapped who cannot be "designated" under our present regulations; a growing number of "unmanageable" children who cannot cope in the classroom, but for whom we have found no suitable alternatives; and lack of incentives to assist special education students at the other end of the spectrum, namely the gifted.

3. Program Flexibility

In theory, the continuous progress plan is well suited to meet the needs of the individual. In fact, teachers cannot adapt to the individualization of instruction involved, with the result that the concept is rarely practiced. This will not change without both special training for new teachers in our Colleges of Education and extensive inservice for practicing teachers.

Continuous progess is often identified with Divisions I and II. However, nowhere is the problem of inflexibility greater than at the Division III level. At a time in their personal development when students most need flexibility, understanding, and warm personal relationships, our schools given them rigid scheduling, a daily multitude of teachers, and a subject-centered curriculum. Such feeble attempts at adjusting as offering work-study programs and remedial reading have not come close to resolving the situation.

What needs to be done? I recommend the following admittedly simplistic suggestions for consideration:

1. Reduce the number of courses offered at the Division III level, and particularly at the Division IV level. Concentrate on those courses required to develop a solid general education and a good values foundation for living in a rapdily changing world. At Division III, return to a student-centered approach emphasizing individual progress, home-room counselling, and patience.

2. As new needs and new areas of instruction are brought forward, insert them as units of existing core subjects rather than as additional subjects. Accompanying deletions should make it possible to keep the prescribed curriculum at a manageable level.

3. Establish funding procedures that assure both continuation of, and improvement in, such programs as guidance and counselling, special education, education for the gifted.....

4. Adapt teacher- training programs to emphasize the self-worth of the individual, values for living, training in use of the continuous progress approach. Place less emphasis on subject area skills and more on recognition of pupil needs.

5. Involve provincial and federal governments in comprehensive long- and short-term manpower planning. Establish national apprenticeship programs, emphasizing on-the-job training. Where practical, combine on-the-job training with continued part-time general educati

programs. Require federal and provincial government cooperation with industry representatives, trade union leaders, and educators. Require participation of private industry in apprenticeship and on-the-job programs through a training levy scheme.

In conclusion, may I state that if Catholic schools are to continue justifying their existence, they must take the lead in emphasizing values education. According to A. E. Klein, former president of the Canadian Catholic School Trustees Association, "... the Christian view of life is a distinctive one and is based on a belief in life which is fully and humanly lived and at its deepest level is supernatural. The result is that the Christian can never be satisfied with mere material-minded education."

To that statement, I say "Amen."

Respectfully submitted

S. L. Digout, Ph. D.,
North Battleford, Saskatchewan

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Recommendation To The Committee

Examining Educational Issues

"That this inquiry recommend the proper authorities examine methods of punishment and control used in our schools, with a view to interrupting the practice and the apparent 'need' for the use of the strap. That this be done immediately."

Attached is an article that elaborates on the proposal and will serve as a rationale.

I am a counsellor with Child and Youth Services and must add that the views that are expressed in this article are my own personal opinions and do not necessarily express the views of the government of any department thereof.

June Niro,
Parent, Counsellor, and Ally
for Young People and Teachers

Box 2003
Weyburn, Saskatchewan
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STOP THE USE OF THE STRAP ON YOUNG PEOPLE

By June Niro

To clear our thinking about the use of a strap in the school, in the family, and in social institutions generally it is necessary to look at it in its broadest sense historically.

Witches and slaves were subjected to lashing and excessive physical abuse. People in those times believed that those groups of human beings were somehow evil and/or lacked intelligence. Landlords certainly ruled their workers with physical violence and threats of death. This practice is now looked upon as exploitation and violation of human rights. These forms of oppression and violation of human rights have gradually been interrupted in our present day society.

Humane treatment of human beings and animals has taken up much time in our mass media. This includes things such as abuse of young people in foster homes, treatment of inmates in jail, anti-abortionists, and the many groups that protest cruelty to animals--horses, dogs, seals, pups, etc.

What has all of this got to do with the use of the strap on young people? The more important questions to consider are: Why do we allow the use of strap on young people by parents, teachers, and others when we strongly protest adult hurting adult and humans hurting animals? Are our young people seen as something inherently bad with a tendency to be evil, lazy, and dishonest? Do we as adults have to retain the kinds of external control over young people that is maintained by the use of or threat of physical hurt?

Does the use of the strap stop the behavior? If it does, what is the result and what does the young person learn from the experience? How many young people experience the hurt of physical force on repeated and almost regular occasions?

Just as important a question is how does the adult who administers the punishment feel before? during? after? Where did we learn that behavior can be controlled in this manner? Every human being of any age that I have really listened to following an incident where they have hurt another living being has in the past experienced hurt themselves. The unfortunate part of the memory of the whole experience is that the person really believes that it did them some good or at least no harm. This is what allows us to believe that strapping is "just another method of control and discipline."

It follows that the current sanction to use the strap will teach our young people to continue to use the same method of control when they assume adult roles in schools, families, and society.

The purpose of this paper is to encourage us to examine awarely the use of punishment on our young people. We as adults must assume this responsibility. If teachers, parents, counsellors, and students recognized the opportunity to work together as allies, we would immediately find much better methods of gaining cooperation. First we must reject the idea that we are helpless or powerless to change the situation. That is only a myth placed on us by our own past experiences. We must stop blaming one another. Parents blame teachers; teachers blame parents; both blame young people; and counsellors blame the system. As long as we act as individual people or groups, our power to change is limited. Any group has the power to enlist allies from the other groups and thus learn methods of teaching behavior that is controlled by the individual (internal controls) rather than by punishment (external controls).

For just a minute, let us look at the use of external controls, such as slapping, spanking, strapping. A two-year old gets his/her fingers slapped for touching something. An older child gets a spanking for not listening. A student gets the strap bigger and harder as their size increases for whatever. As the young person grows in size, physical punishment must increase in direct proportion to have any kind of an impact. At what magical age or size does the practice stop? Why do we not allow the practice to continue into our adult lives? Employers and employees? Husbands and wives? Principals and teachers? The use of external controls implies that human beings would not turn out very well if we left them to learn on their own.

My experience in working with people is rather that all people of every age want to cooperate, achieve, and enjoy caring relationships with other people. When any other kind of behavior is evident, then something has gone wrong in their lives. That is not an excuse for bad behavior, but explains the feeling of hopelessness to do anything about it. Maintaining physical punishment implies people are basically bad and promotes continued use of these means in society. Expectations that people are basically good implies a much different approach. We must understand and firmly interrupt bad behavior in more caring and effective ways. We must help young people find other ways of dealing with bad feelings about themselves and others.

Before we can assist young people to deal with bad feelings we must examine our own feelings and reactions about external controls. Feelings must be recognized and safely expressed, but they must never be a basis for action. Only after recognizing and expressing feelings can clear thinking take place. Thinking is the only basis for action. We need to look at the issue of external controls, share our experiences, deal with our feelings, and plan together new and innovative methods for cooperation.

In conclusion, the use of the strap is hopefully only a last resort in our schools. Our regular classrooms are set up to reach the student with a positive self-image about his/her ability to learn. Students who have been hurt in some way and are unable to achieve create situations that teachers find impossible to cope with effectively. Any effective action to interrupt this practice must of necessity include alternatives and an opportunity for parents, teachers, and students to learn how to feel good about themselves and others so the learning process has a chance to take place.

I would be interested in hearing personal experiences and would be willing to elaborate further on this proposal I am prepared to put a lot of energy into stopping the use of the strap by helping develop alternatives in the home and at the school. If this article does no more than make us stop and think before we use external force, then the first step has already taken place.

Submission to Curriculum and Instruction Review Committee

When examining the curriculums set down by the Department of Education, two focal points must be considered; that of the teacher and that of the student. Although the two may seem to be inherently tied, the needs of each can be very different. Our bias will be toward education in a rural community of Saskatchewan.

In a typical rural school in Saskatchewan, teachers of Division III and IV often find that they are instructing a greater percentage of their time out of their area of training and expertise. They must therefore learn to be a jack of all trades rather than a master of one or two areas. Curriculums should take this simple fact into account and be built so that any teacher with good basic teaching skills would be able to implement them with little difficulty. This would require the Dept. of Education Curriculums to be very explicit in regard to content of subject matter, objectives, aims, goals, references and support material. Most of the Division I and II guides are very good in this regard but there are areas of the Division III and IV guides which are exceptionally brief. Some are so loosely-knit that almost anything that meets a teacher's fancy can be implemented and justified as meeting a part of the curriculum requirements. This is definately the case with the Social 10 and Social 20 curriculum guides. There cannot possibly be any uniformity of instruction across the province in this situation. This seems to be a contradiction of philosophy when one considers that all children are supposed to be entitled to equal opportunity in education. So why does a Grade 10 student in Ogema receive different Social instruction than he/she might only 15 miles down the highway in the same school division?

Another major area of concern is that very often curriculums are built without concern for suitable student reference material. In many cases there is not one text that will sufficiently cover the core areas of the curriculum. Rural Saskatchewan schools are for the most part extremely limited in the resources that they possess because of budget constraints. Rarely can any rural school afford two sets of textbooks for any one subject.

Other problems that can be identified, certainly speak for themselves. In fact, they border on being ludicrous. Some of the Saskatchewan curriculum guides are twenty years old and are sadly out of date, especially when one considers that teachers are supposed to be equipping students to cope with the 80's and 90's. In some areas, there exists two completely different courses of study. A teacher instructs what custom in a school dictates or for whatever textbooks are available. The essential point that is being put forward is that there is very little direction especially for a new teacher to the profession.

The latest issue of the S.S.T.A. Quarterly Report recommends that "teachers need a well focused, comprehensive, continuous staff development program to gain the skills needed to be effective teachers". (January, 1983.) It does seem rather curious that many rural Saskatchewan boards spend more money on their one week at the S.S.T.A. Convention than they do in the entire year on Professional Development for their teachers! Obviously, when one examines which would benefit the students more directly, the choice is clear. Spending priorities seem to be a bit confused. I do not necessarily blame the Boards for this problem, perhaps the Department of Education could show more concern in dealing with spending priorities.

Many more problems were outlined in the Report of the Social Studies Task Force and The Options For The 80's report. Assuming that these reports where not shelved entirely, I am of the opinion that they deserve a second examination on more than a theoretical or idealistic basis. We have problems in rural schools that deserve realistic consideration. I suppose that I am so cynical of yet another report because we had teachers sign up to work on Social Studies curriculums as a result of the Social Studies Task Force only never to hear from the Department again.

In summary from a teachers' point of view, curriculum guides must be more current, explicit, standardized and relevent to the 1980's. Greater emphasis must also be placed on Professional Development of teachers. The availability of resources and their cost must also be considered.

The second issue which I would like to address is the tremendous amount of disparity in the quality of schools and the programs that they offer across the province. I find that the best way to illustrate regional disparity to Grade 12 Social students is to compare our school to the Weyburn Comprehensive High School. Their first question is why should this exist in a side by side situation. City students receive a far greater range of options and opportunities when at the same time our school is wondering what part of the academic program must be doubled up or only offered every second year. Some academics which are university prerequisites cannot even be offered at the school because there is not enough teaching bodies to go around and so must be taken by correspondence. If I were a student in rural Saskatchewan today, I would be somewhat put out that although my parents paid more taxes than the average urban parent, my education appeared to be "a best effort considering the circumstances". Why should city kids be able to learn about computors, law, economics, a second language, psychology, trades, or how to play a musical instrument and these things are available to me only by correspondence? Why am I a second rate citizen? If I was handicapped or gifted, why should I settle for the makeshift effort of a teacher whose primary duty is to teaching one, two, or more different courses of study at the same time? Heck, even teachers have limitations. It is no wonder that the ones who are of a high enough caliber end up moving to the cities to teach!

The basis of the entire problem lies in the grant structure. Some rural school divisions fare much better than others because of tax assessment or because of the number of native students allow for huge Federal grants to education. Yet none of the rural schools can possibly hope to be as well equipped as the urban schools. When a country as rich in resources as Canada and especially Saskatchewan provides old age pensions, health care, unemployment, mothers' allowance and much more which is based on the principle of universality, why is education of our most important resource based on more opportunity for those who can most afford it?

Obviously, the questions posed are of monumental size and the solutions are far from being simple. Division Boards for the present seem to be set up as straw men to take the flack by disgruntled parents and Local Boards who must face another teacher cut or each time another course must be discontinued because money is not available.

As a closing note, perhaps you have seen the Government sponsored advertisement on television which exclaims that 4 out of 5 jobs in Saskatchewan depend on agriculture. If we owe so much to the rural backbone of this province, don't we owe the future farmers and other rural citizens a comparable education?

Submission prepared by:

Monty Bennett - V.P. Ogema School
&
Ogema Local School Board

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A BRIEF

SUBMITTED TO

THE CURRICULUM AND INSTRUCTION REVIEW COMMITTEE

On Behalf of the Teachers of

WEYBURN COMPREHENSIVE SCHOOL

Our present Division IV program is based on policies that were authorized for implementation in July, 1970. The most notable changes at that time were the reduction of the number of compulsory subjects and the number of required credits, and the elimination of the rigidity of tracks and streams such as university preparation and technical school preparation. These changes were aimed at allowing much more flexibility for the student, and at providing for free study time during which the student could pursue an area of interest in a resource centre or in another area of the school. The total intent was to provide more adequately for individual needs, interests, and abilities.

We believe that these changes were basically in the right direction and have resulted in some improvements at the Division IV level. However, more than a decade of attempted implementation of the 1970 policies has displayed some of its shortcomings. We think that certain assumptions made at the time have proven to be unrealistic. The writers of that policy, in our opinion, over-estimated students' maturity, their eagerness to acquire knowledge, and their awareness of their future needs.

We therefore propose that the following be incorporated into a new Division IV policy.

1. Seven credits should be required at each grade level for completion of a Division IV standing. In our school we tend to have students averaging over ten credits in their first year, over eight credits in their second year, but just over seven credits in their last year. About 24 percent of our students leaving last year with a Division IV standing did so with the minimum of five 30 - level credits. We are not happy with that percentage, but we feel powerless to alter it under the present policy.

Instead of using the free time created by the present policy to do

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self-initiated study or teacher-directed enrichment in the resource centre, some students are doing their homework to avoid taking any home, wasting their time, or taking part-time jobs to fill their senior year. Any amount of good counselling cannot seem to convince some students of this age that the minimum requirements may not suit their future needs. Too often we have contact from former students who later intend to take more classes to complete their education, or, worse, students who wish they could but find it is too late.

The seven credit minimum per grade would not put limitations on students to the extent that they would lose the freedom of choice intended by the present policy. In fact, most students would not even be affected by this change; rather, it would ensure that the minority had a better quality Division IV education.

2. The following should be compulsory in all three years of Division IV:

a) English (2 credits)

b) a social science - social studies, history, economics, geography

c) a mathematics subject - business math., technology math, academic math.,

d) a natural science - biology, chemistry, physics or could be substituted by a senior tech. class.

The wording "a Division IV standing" is often used as the initial requirement for entrance to post-secondary institutions and for job applications. Many students are mislead to believe that any Division IV standing is sufficient, when, in fact, most such institutions and employers go on to specify subject areas required. It is most difficult to convince some students that a basic Division IV standing is just that: very basic.

If we assume that a liberal education remains a goal of Division IV, it is clear that the present policy is inadequate. A Division IV standing is possible with only English 30 and Social Studies 30 as academic year III credits. This, in our opinion, would not constitute "a broad general education" as mentioned as an objective cf the present policy.

We realize that a school jurisdiction can presently require students to take more than the minimum credits outlined by the provincial policy, but that policy makes clear that when a student completes the provincial minimum requirements, "the school cannot withhold the grade standing obtained." In other words, the school cannot enforce further requirements.

Again, these five compulsory credits would not severely limit students' choices. Each of the social sciences, mathematics, and natural sciences has many branches, including modified courses and possibly including the applied sciences (i.e. certain shop classes). A majority of Saskatchewan graduates have more than 25 credits from Division IV, which means that the average student can choose at least ten electives besides his choices within the compulsory areas.

We have some concerns in other areas of curriculum as well.

We believe that curricula should be prepared and maintained by personnel who have been seconded, with finances from the Department of Education. Teachers with expertise, experience and interest should be removed temporarily from their regular duties to prepare curricula and to lead inservice until each program is implemented. Subsequently, each curriculum should be maintained on an annual basis, likely by other personnel who can bring new expertise and experience to the review. This mantenance should assure that difficulties are overcome as they appear, and that each program keeps up-dated.

Regarding accreditation, we are convinced that it should be continued in much its present form. With the accredited teacher evaluating his own

30 - level classes, content can be kept more relevant, evaluation can be truly continuous , modified courses (both enriched and generalized) are made feasible, and students can be assured that testing will really evaluate the material taught, especially in classes like English, with its variety of materials. Statistics show no significant difference in average grades between Departmental test marks and teacher-produced test marks.

We would also like to comment on the recent upsurge in thinking represented by the phrase "back to the basics". We are concerned about the "bandwagon" kind of reaction this term seems to have engendered in our province. We agree, of course, that a primary aim of education is to teach the basic skills, but we are also of the opinion that this aim has been held in high regard throughout many years in Saskatchewan. The "back to the basics" movement is a reaction to educational tendencies in parts of the U.S.A. and Canada, tendencies that never really affected Saskatchewan education to a large extent. Our fear is that this reactionary movement will corrode the programs in the fine arts, physical education, business education, and so on that have so improved our system over these past years. Let us not let rather empty catch-phrases destroy the gains that have been made for students in Saskatchewan.

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"ISSUES IN EDUCATION"

COMPUTER SCIENCE

submitted by: Gerald L. Dixon
Principal
Midale Central School
MIDALE, Saskatchewan

COMPUTER SCIENCE

Mr Chairman, members of the committee:

I would like to begin by saying that my reason for presenting a brief is threefold. Firstly I am concerned about computer education and its direction in the province. Secondly I would direct some remarks to the Department of Education. Thirdly to be positive, I would like to make some constructive suggestions.

My remarks will only reflect the situation as I see it, without the advantage of intensive research. We have had a computer in our school for the last four years. There is great enthusiasm by both students and teachers who have been exposed to its potential. This feeling of enthusiasm has been catching and as an administrator I am trying to do whatever I am able to do in getting hardware, software and books, etc. to help students and teachers. At this time I am convinced as to its uses in the educational system because some of its advantages have reached fruitation in our small school. I could enumerate some of these, but teachers are generally long-winded enough without belaboring the point. My concerns though have reached a point where dissapointments are beginning to overtake my enthusiasms.

Let me outline my concerns at a local level and most important at a provincial level.

School Boards in this province are being put at a distinct disadvantage. There are pressures from teachers to have computers put in their schools, but they have very little prior information particularly from the Department of Education about suitable hardware, what are considered good computers for education and which are not. There are some computers on the market that are business orientated. They are unsure as to how to budget for hardware. At this time they seem to rely on advice from individual schools and very often different schools in the same division have different makes of computers. This makes no sense to me because now software can't be shared. School Boards have an opportunity at this time at reasonable costs to take advantage of an excellent opportunity of introducing courses which would give them equal opportunities with urban areas. For example rural schools do not in the main have Industrial Arts and other vocational courses simply because the capital cost of construction is too great. But they now have an opportunity at this time for a fraction of this cost to introduce computers into the school. As we know with declining populations most schools have vacant rooms that could be utilized. I think the Department

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of Education should for a better word "take the bull by the horns" and begin to look at computer science as a viable proposition as opposed to some very expensive programs that very often only accommodate a few students.

Let me give you an example in our school. Last year we only had 5 candidates for Geometry 20. At the present time Geometry 20 is not a prerequisite for any grade twelve math courses. We did have 15 students who wanted to take Computer Science. This to me made sense because we could have accommodated three times as many students. The problem though is this, we only have one computer and this is inadequate for 15 students. If we had had 3 computers we could have enrolled all the students in this course. The dilemma is not that school boards oppose computers, but rather they support the ideas of computers. Their real problem is money. Yet I don't see the Department of Education making an effort to provide some incentives for school boards to purchase badly needed computers in those schools that would like to have them. I would then suggest that the Department of Education study the effectiveness of providing some encouragement to schools so that they make funding available.

I would now like to say something about software. With a very limited budget for software, the schools are placed in a position of being able to buy very meager amounts of prepared programming. This presently is not allowing us to use the computer as an invaluable teaching aid besides its importance as a curricular device. It seems to me that the Department could to our advantage act as a buyer of software and make it available to schools as is done with films, video tapes, etc. We could also use some very knowledgeable people in the Department to make some recommendations to us about what might be good software to buy. At the present time the software companies are our major educator. As you know their literature suggests that every program they produce will be invalueable to us. I think the Department should be taking a much stronger position on software and how they can help the teacher in the field.

Even something as simple as computer furniture should be discussed and planned. For example, we designed our own portalbe desk, so that the computer could be moved from classroom to classroom. This is important because the setting must be comfortable for good learning like any other subject and it must fit the discipline.

In conclusion let me say, that I am very pleased with the enthusiam that teachers have had and are having in trying to introduce the computer into the school system. I am pleased with the School Boards positions in trying to fulfill the requests from schools for computers, but I do feel that the Department of Education could show more leadership in the promotion of Computer Science.

My hope is that the members of your committee will make every effort to instill a larger place in our school system for the computer and its vital importance to society.

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BRIEF ON THE
CURRICULUM AND INSTRUCTIONAL METHODS
PRIMARY AND SECONDARY SCHOOL SYSTEMS

R. W. Forbes, P.Eng.
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February 28, 1983

As a Board Council Member for the Professional Engineers of Saskatchewan, I represent both the practicing engineers and engineers in training in the area as well as promote the merits and opportunities of the profession as a career to the high school students. From conversation with recent graduates and students, there is a disparity on the level of education between the urban and rural schools in the province which becomes obvious when measured within the highly competitive courses of computer sciences, engineering and medicine at the universities. As an example, there were four students who graduated from the Estevan Comprehensive School (ECS) in June 1982 who subsequently enrolled in the Faculty of Engineering at the University of Saskatchewan. Each was highly competent and industrious with an average mark of plus 75% in the nine compulsory subjects. To date, two students have quit and dropped out of school, one is on the border line of losing the year (having failed two out of six subjects at Christmas) and one has a supplemental in calculus. A post mortem examination revealed the following factors.

(a) Calculus - Is offered as an extra curricular subject in the larger urban centres of Saskatoon and Regina. It is a regular optional subject for the final year in the provinces of Alberta, British Columbia and Ontario. Although recorded in name as an extra curricular course at ECS, there was very limited response by the students with the result that the course was conducted in an extremely casual manner.

(b) Engineering Drawing - The students from Saskatoon and Regina appeared to have a solid background in drafting and were capable of immediately grasping the subject with far greater ease than students

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from outlying areas.

(c) Computer Sciences - A common complaint of our students was the limited training received at ECS both in the practical useage and program language that placed them at a distinct disadvantage to the Saskatoon/ Regina high school graduates. Their comments were "we had too little time to practice on the fundamentals and had to relearn an entire new language on newer style computers at the university".

(d) Chemistry and Physics - In the first semester at university is a review course of the material learned at high school with emphasis on associated problem solving. Since the Estevan students did not have a solid background in the fundamentals, they quickly fell behind their peers from the large urban centres or out of province, in having to concentrate on theory with very little time in understanding the problems that constituted the bulk of their marks.

The combination of the cultural shock (living in residence away from home and their friends in a big city for the first time), their misorientation on "how to study and to learn" and the trauma of suddenly realizing that the ease by which they obtained excellence in Estevan had ill-prepared them for their failure at university in spite of their extra efforts. It is obvious that the inequities in the curriculum and the standards of instruction has been a complete disservice to them.

RECOMMENDATIONS

There have been numerous books and articles that expound on our lack of direction and the erosion of our education standards to a lower common denominator in comparison to the highly selective systems of Japan and Germany which are gearing to the 21st Century explosion in technology and scientific research. Even within the simplistic slogan of our government that Saskatchewan is "Open for Business" in the growth of fibre optics and computer development, a nagging question remains whether its children with their roots and basic interest of the province, will also have the sufficient education and skills to advance such growth. There is a basic need for the readdress of the system which should include the following aspects.

(a) The Department of Education should adopt a uniform and ridgid standard throughout the province which would be verified by a commonly applied series of final examinations. Such examinations must be detailed beyond the true and false standard format currently administered throughout the school system to achieve the appropriate accuracy in eliminating chance selection at all levels in the school system. The results of these examinations would be computerized with the student's mark compared to the class and provincial average as bench marks in providing direction and guidance to the student, parents, teachers and school officials alike. It is further recommended that this final examination form an integrated component of the student's grading mark. The student should know at the start of each academic year the structure in the marking of assignments and examinations which will make up his final grade.

(b) There is a need for technical training within the high school system for students whose interests or abilities are not academic or commercial. However, the present emphasis is towards "hands on" training in the trades and domestic sciences in order to retain the marginal students through grade 12. This is achieved by lowering the standards of the basic mathematics, sciences and language by which the student eventually graduates without sufficient education to succeed in formal journeyman training offered at the technical schools. Both the parents and the student have the misconception that the training received at the high school will land a job in the chosen trade within industry. The situation must be brought into perspective that the fundamental course in math, science, english and social studies must be elevated above the minimum requirements of the technical institution and that the training received in the high school should be cursory in its direction to basic orientation by assisting the student in selecting a chosen field or trade. The current over-emphasis on equipment, tools and technical teachers creates a misallocation of the limited funds and detracts from the basic education of the student.

(c) There must be definitive guidelines established and enforced on the behaviour and attitude of the students, especially in the areas of alcohol and drug abuse, repetitive absenteeism and failure to attain a passing grade. The present system of continued tolerance in fear of violation of the students' human rights is disruptive to the class, erodes the authority and direction of the teacher and serves no useful purpose in the further education of the disinterested student. However, the ultimate disciplinary measure in forcing the student to leave school should be determined by an arbitrator created by the school board who will adjudicate on the basis of a culminating incident in consideration for the rights of the student and the protection of the teachers.

(d) Although once a true profession with its internal mechanism for self-discipline and regulation, the teachers now are totally represented by a powerful union, namely Saskatchewan Teachers' Federation (STF). However, there is presently no countervailing authority or mechanism that can deal with the individual or collective concerns of the parents on the morality, educational qualifications, effective ability, discriminatory behaviour, curriculum and general performance of the teachers. This can be readily resolved by expanding the authority of the locally elected Board of Education to include the following aspects.

- To administer the merit increase for each teacher on guidelines established by the Department of Education in reference to their students' performance in the provincial tests. This measurement should at least have equal weight to the accredited courses and supplemental training taken by the teachers in their professional advancement. Other aspects such as the ability to control and relate to the students, practical experience, dedication, inspiration and motivation, should be included within the guidelines.
- The demotion, discipline or discharge of the teachers for just cause would be administrated by an arbitrator that is mutually acceptable to the STF and the school board. Such cases can be self-initiated by the board in consultation with the school administration upon written complaints and evidence submitted by parents either individually or collectively which, in the opinion of the board, warrants the formal hearing. It is further recommended that the Principals in the schools be taken out of scope as part of the administration body directly anwerable to the Superintendent of Schools and the school board.

- Administrate the full use of the school facilities to the total benefit of the community including the elimination of age restriction in the community college courses. This will augment the remedial training on the limited facilities of the computers and shops, as well as rounding out the classes in academic subjects. The schools are the only facility in most of the smaller communities that can accomodate adult recreational activities with the funding under the Participaction Program made available to the board in compensation.

(e) Faced with the skyrocketing costs of education and the declining enrolment that necessitate the combining of classes in most areas, it becomes increasingly apparent that society can no longer afford the duplication of facilities of the separate and public school systems. The creation of the separate school in overcoming religious persecution is no longer an issue in our present society. This extremely sensitive issue may be addressed through a plebiscite as warranted by the individual communities.

(f) The all-important aspect of career councilling cannot be left to a single guidance councillor to be administrated on a hit or miss basis. It must be formalized in its implementation upwards from grade 8 with emphasis on the predetermination of a career. The program must include the imput from the representatives of industry, institutions of higher education as well as the Federal and Provincial Governments to clarify and define the career options and corresponding educational requirements. The progress must be monitored by the teachers and discussed regularly at the parent/teacher interviews to ensure that the student has taken the correct course options. It is a tragedy under the present system where the final decision is postponed into the graduating year after most of the options have been closed off.

As a very concerned parent of three students currently within our education system, I appreciate the opportunity provided by the Curriculum and Instruction Review Committee in creating a forum for the presentation of this brief.

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BRIEF TO: MINISTER'S ADVISORY COMMITTEE FOR CURRICULUM AND INSTRUCTION REVIEW.

PREPARED BY: ST. PETER'S CONCERT SOCIETY, HUMBOLDT, SASK.

PRESENTED: FEBRUARY 23, 1983, HUMBOLDT, SASK.

AS OUR SOCIETY CONTINUES TO MOVE RAPIDLY TOWARD A MORE TECHNOLOGICALLY EFFICIENT MACHINE, THE NEED TO EXPLORE AND EXPERIENCE THE ARTS BECOMES EVER MORE CRUCIAL.

"THE ARTS OFFER ALL PEOPLE AN OPPORTUNITY TO LEARN, USE AND REFINE SPECIFIC HUMAN RESOURCES THAT ARE NECESSARY AND BASIC COMPONENTS OF HUMAN LIFE AND HENCE OF EDUCATION".

THIS QUOTE VERY EFFECTIVELY SUMMARIZES THE OBJECTIVES AND GOALS ST. PETER'S CONCERT SOCIETY WOULD LIKE TO PROMOTE TO THE STUDENTS AND RESIDENTS OF HUMBOLDT AND DISTRICT.

DR. ELLIOT EISNER, A PROFESSOR OF EDUCATION AND ART, AND CONSULTANT TO THE NATIONAL INSTITUTE OF EDUCATION IN THE UNITED STATES SAYS THAT "THE ARTS ARE AS IMPORTANT A RESOURCE FOR EDUCATIONAL DEVELOPMENT AS MATHEMATICS AND THE SCIENCES. THE NEGLECT OF THE VERY BEST OF THE ARTS, AND EVERYTHING THATS AVAILABLE IN HUMAN CULTURE IS A SERIOUS EDUCATIONAL NEGLECT AND TENDS TO PRODUCE SEMI-LITERATE CHILDREN.

THE FINAL REPORT OF THE MINISTER'S ADVISORY COMMITTEE ON THE FINE ARTS IN EDUCATION, PROVINCE OF SASK. MAY 1981, STATES AS ITS FIRST RECOMMENDATION THAT: "THE DEPARTMENT OF EDUCATION GIVE RECOGNITION TO THE SPECIFIC HUMANISTIC CONTRIBUTIONS OF FINE ARTS IN A TOTAL SCHOOL PROGRAM AND DIRECT ITS EFFORTS TO THE DEVELOPMENT OF AESTHETIC LITERACY IN ALL STUDENTS IN THE PROVINCE OF SASKATCHEWAN".

ST. PETER'S CONCERT SOCIETY, A NON PROFIT ORGANIZATION INCORPORATED UNDER THE SOCIETIES ACT, REPRESENTING APPROXITMATELY 200 AREA RESIDENTS INVOLVED IN ARTS ACTIVITIES,STRONGLY SUPPORTS THE RECOMMENDATIONS PUT FORWARD IN THE FINAL REPORT OF THE MINISTER'S ADVISORY COMMITTEE ON THE FINE ARTS IN EDUCATION AND WOULD LIKE TO POSE THE FOLLOWING QUESTIONS TO YOUR COMMITTEE.

1. IS THE CURRICULUM AND INSTRUCTION REVIEW COMMITTEE FAMILIAR WITH THE RECOMMENDATIONS OF THE MINISTER'S ADVISORY COMMITTEE ON THE FINE ARTS?

2. IF SO, DOES THE CURRICULUM AND INSTRUCTION REVIEW COMMITTEE SUPPORT THE RECOMMENDATIONS OF THE FINE ARTS COMMITTEE?

3. IF THE CURRICULUM AND INSTRUCTION REVIEW COMMITTEE SUPPORTS THE RECOMMENDATIONS OF THE FINE ARTS COMMITTEE, WILL THEY STATE THAT SUPPORT IN THEIR FINAL REPORT?

4. IS THE CURRICULUM AND INSTRUCTION REVIEW COMMITTEE AWARE OF ANY INITIATIVES GENERATED BY THE DEPT. OF ED. RE: THE RECOMMENDATIONS OF THE FINE ARTS COMMITTEE?

TO INSURE THAT OUR SOCIETY IS REMEMBERED FOR ITS CULTURAL ACHIEVEMENTS AS WELL AS ITS TECHNOLOGICAL ADVANCEMENTS, FINE ARTS MUST BECOME AN INTEGRAL PART OF THE CHILD'S EDUCATIONAL DIET.

STUDENTS FROM KINDERGARTEN TO GRADE NINE MUST BE EXPOSED TO REGULARLY SCHEDULED FINE ARTS EXPERIENCES. IT IS HOPED THAT THIS EXPOSURE WILL HELP PROVIDE A SECURE FOUNDATION AND ENABLE STUDENTS TO MAKE SOUND JUDGEMENTS REGARDING THEIR OWN CULTURAL DIRECTIONS AND CONTRIBUTIONS.

WE STRONGLY URGE THE CURRICULUM AND INSTRUCTION REVIEW COMMITTEE TO CONSIDER THE INCLUSION OF FINE ARTS CURRICULA AS A BASIC COMPONENT AND INGREDIENT OF CURRICULUM RECOMMENDATIONS IN YOUR FINAL REPORT.

THANK YOU.

SUBMITTED BY: DENNIS SCHAEFER ON BEHALF OF;
ST. PETER'S CONCERT SOCIETY.

"A Cause For Celebration"

with Robert Shaw, Howard Swan and the West Texas State University Chorale, Hugh Sanders, Conductor

"We believe that music is more a necessity than a luxury, not simply because it is therapeutic nor because it is the universal language, but because it is the persistent focus of man's intelligence, aspiration and good will. To be an artist is to arrive at some sort of resolution of the mind and matter struggle. It's a 'yea' to the proposition that there are ideal human values lasting beyond one's own mortal limits, and that it is a necessary part of being human to seek, enjoy and transmit these values. The truth of the matter is that each of us is an artist whether he wants to be or not. The only question is whether he is enough of an artist to fulfill his humanity or to fill full his short mortality. For finally, the understandings of the spirit are not easily come by. It takes a creative mind to receive the Creator's mind. It takes a holy spirit to receive a Holy Spirit. And 'just as I am' is not nearly good enough. There is no 'easy on,' 'easy off' for truth. There is no landscaped approach to beauty. You scratch and you scramble around intellectual granites, you try to defuse or tether your emotional tantrums, you pray for the day when your intellect and your instinct can coexist so that the brain need not calcify the heart nor the heart o'er flood and drown all reason. But in that struggle lies a tolerable dignity and a tolerable destiny... Administrators, advisors, supporters and friends of the arts (should) hold fast to the joys and the responsibilities of the creative, liberating arts, for man in all his glory is only clothed by such as these; and without them there soon would be no body to clothe. To be an artist is not the privilege of a few, but the necessity of us all."

— Robert Shaw

"Society is desperately in need of people who will learn that there is something to be gained in working with one another. If we ever lose this, if we forget how to work with people, if we forget that in a group there is strength, we will be in sorry shape. In doing this, we have to subject ourselves to the leadership of others. We give and we also receive. We can lead at times, but we also have to follow. I think that this is the very essence of society. As choral musicians and teachers, we bear the unique, joyful and solemn responsibility of keeping these lessons meaningful for all our singers . . . Although the place of the fine arts in education is being attached on practical grounds, it may well be that education in the arts is the most practical function of education today."

— Howard Swan

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As a parent, I welcome and greatly appreciate this opportunity to express my thoughts and concerns on education. But, first let me point out that education through the years has generally been a positive factor in the development of our children and served the common good but education can also be a destructive tool that does not work for the well-being of the individual and the community at large. I firmly believe that in the area generally covered by Family Life Education we regretfully have reached this point. Presently we are experiencing many serious social problems that adversley affect the lines of so many of our young people and many others who are a part of the total human community.

Let us pinpoint some of these social ills: Juvenile crime, drugs and alcohol abuse constantly on the increase. Teenage pregnancy, B.D., and abortion at a high level never before experienced in our country. eg. one out of every three teenagers in the major cities of this country is suffering from one of the major varieties of Veneral Diseases including the dreaded Herpes I & II. A bustantial portion of the 65,000 known legal abortions in Canada are performed on teenage girls leaving many psychologically and physically scarred for life. Teenage suicide has become the second highest killer of our young people second only to automobile accidents and a portion of those are believed to be a form of suicide. Cancer of the cervix in young women has increased by 600% in the last fifteen years, cause considered to be too early involvement in sexual activity.

A substantial portion of this destruction and waste in the form of human suffering, loss of human lives and destroyed property could be avoided if parents and educators would get together and work out a program of Family Life Education.

The present humanistic version of Family Life Education that has surfaced in the Canadian Educational system has not lessened these problems but in my opinion has greatly contributed to them. I firmly believe that much of what is presently taught under the guise of family life education is not part of the solution but a part of the problem. To prove this point I will quote some teachings that I have gleaned from various Family Life educational films and textbooks:

1. Separating sex and love before marriage could in later life be the cause of marriage breakdown (school film in Grayson).
2. Sex is natural, everybody does it. Your thoughts and fantacies are your own, don't worry about it (Sol Gordon).
3. Conservative fundamentalists still insist that sex is for marrage only (film - Grayson).
4. We must teach our children that sex before marriage is okay, only then will they protect themselves by using contraceptives. We must remove all feelings of guilt associated with casual sex.

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5. 16 different sexual positions and techniques are illustrated (Modern Human Secuality).
6. Thousands of teenagers have contacted V.D. but this is more of a condemnation of the adult population than the teenage population (Modern Human Secuality).
7. I would consider no other option than abortion, certainly not marriage, or carrying it to term (Grayson film).
8. If a girl becomes pregnant, a safe, easy, quick legal abortion can be arranged with no later complications (Sol Goron).
9. The question of when a fetus is living may never be settled (Modern Human Secuality).
10. Having children could interfere with the rights of others (Education for Sexuality).
11. Newborn babies are compared to such disasters as floods, drought and plagues (Education for Modern Sexuality).

This is just a small sample. We will briefly touch on Sidney Simons "Values Clarification" and the situation ethics ideaology that his book teaches. Consider the lifeboat example or the fallout shelter situation as used to teach their values. Ask yourself what is the indirect message that is being taught to our children. It instills into those impressionable minds that all human beings are not of equal value, that some of us are inferior to others, therefore have a lesser right to life.

Enough on the negative side, now I will list those items that I believe should be taught and would serve the common good and have a positive effect not negative on our children.

1. Morals and values must be part and parcel of any educational package that teaches sex education.

2. At the proper age, projecting a proper atmosphere - Menstration, Reproduction and male and female anatomy should be taught.

3. The development of the unborn child should be taught and illustrated in detail.

4. That it has been scientifically proven that human life begins at conception, from that point on it must be respected and protected, we do not have the right to destroy innocent human life.

5. That all human life has dignity and selfworth and must be considered equal.

6. At early teenage level responsible sexuality must be taught, stressing that the ideal and meaningful place for sex is within the bonds of legal marriage.

7. The family is the most important social unit, as the family goes so does the community and the country.

8. That marriage provides an environment that is condusive to the development of emotionally, healthy secure children thus contributing to ensuring a stable, secure future for people and the extended community.

9. No one is an island unto themselves, almost everything we do affects someone in some way, we have duties, obligations, responsibilities towards our family, neighbours, community and country. We must break away from this destructive mentality of Me-ism that is presently dominating our society.

10. Great concern and emphasis must be placed on the severe problem of V.D. and particularly on Herpes I & II.

These are just an example of a few items if stressed in the teaching of our children would help to overcome some of the terrible problems we are now facing. The question and challenge before us today is: Are we going to allow the present destructive ideaology to continue to dominate our education system? Will we as parents and educators continue in our apathy and sit idely by while the present version of family life education brings about more chaos, suffering and even death to our young people? Will we, the parents and educators of our children hold up our responsibilities and work toward steering us away from this path of social self destruction?

George and Mary Hickie
Box 33
Waldron, Saskatchewan

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Brief to the Curriculum Review Committee

Presented by Theresa Beyko, parent and educator, Rhein, Sask.

1. Because electors are at the mercy of decisions and policies made by all board members, the ward system of electing members of the board of education should be discontinued. Candidates should be nominated for each sub-division but electors of the entire division should be able to vote for members for all sub-divisions.

2. Voters' lists should be mandatory for all elections of members for the board of education. Lists are available for municipal, provincial and federal elections; therefore, it would not require much more expense or effort to have them available for school elections.

3. My greatest concern is subsection "g" of Section 91 of the Education Act shich states: "A board of Education shall determine what school any of the children of the school division shall attend".

   This section contravenes the Canadian Charter of Rights and the United Nations Declaration of the Rights of Children. These Charters state that parents have the right to choose the kind of education their child should receive.

Members of the board of education are elected. They need not be paragons of virtue nor experts in psychology or education in order to be elected. Often in rural areas a certain person is a member of the board of education merely because no one else wants the job or no other person can spare the time required for attending meetings.

Board members are representatives of the public and are dependant upon public support if they wish to remain on the board. It is not obvious then that board's decisions would be influenced by prejudices, jealousies and misinformed opinions of their supporters?

When boards are given this power, are they not required to give to their supporters reasons to justify a decision regarding a child who is allowed to attend a school other than the designated village school? Can this be done without revealing confidential information?

Yet the Education Act gives the Board the ultimate power to make major decisions concerning our children. There have been horrendous examples where jealousy, prejudice and discrimination were very obvious in decisions made by a board, but their decisions were protected by subsection "g" of Section 91 of the Education Act.

If parents know that their child is gifted and this is confirmed by the evaluation of a psychologist, a board should be compelled to accept this and to cooperate to enable this child to receive the best educational opportunities even if this means permitting an elementary student from a village school to board a school bus to attend a larger school. There he may be exposed to more challenging experiences in the classroom and interact with peers of similar abilities. This would apply to areas where school buses transport Junior High and High School students to city schools.

If parents were free to send students to schools of their choice it would not be necessary to first label a gifted student as "gifted". Labels have a way of causing problems such as making the student feel pressured to prove his giftedness at all times. Labels can cause jealous reactions from peers. The public would not expect answers from board members because the answers would be left where they beong - with the student and parents.

Why should board members who usually are not educational experts and are not qualified to evaluate a particular child's needs, spend highly paid meeting time on deciding on ways of preventing a child from boarding a bus to a school where his needs can be better satisfied? Even special emergency meetings have been called to decide on how to deal with non-conforming parents. They didn't stop at that. Expensive legal council was engaged in order to enforce their narrow-minded decisions.

Parents should be free to send their children to schools where their religious beliefs can be reinforced and where moral values are taught. They should not be denied existing bus services to these schools. Because of all the demoralizing influences that prey on our children today parents now, more than ever need the help of schools in reinforcing moral values in their children.

One of the best ways to learn about what a school has to offer is to have your children attend that school. My children have attended a village school and also a separate school (we had to provide the transportation to the separate school at our own expense - a round trip of 55 miles). We feel that the effort was certainly worth it.

Among the advantages of the separate school are:

1. One grade per classroom.
   Grade IV, V, and VI teachers exchange classes. There is less chance of students getting bored this way.
2. Christian Ethics is taught.

3. Excellent music program. May join band in Gr. V.
4. Can choose between French or Ukrainian as a second language starting in Grade V. Ukrainian students are taught a culturally oriented course.
5. Students benefit from a larger library.
6. A very active Home and School Association.
7. Advisory board consisting of parents keeps board better in touch with parent's views.
8. Less school time is used for travelling to extra curricular activities such as Junior Concerts, swimming, etc.

I am not suggesting that village schools near Yorkton be closed. However, I do stress the importance of letting parents make choices of schools especially for students in Division II and up.

I strongly urge the Curriculum Review Committee to consider these recommendations. I am convinced that if parents are allowed to choose which school their children should attend some of the following results should soon be evident:

1. Education costs might be reduced.
2. Children would reap the benefits of a better education.
3. Gifted students can benefit from an enriched program without being labelled.
4. Children would also gain by interacting with more students.
5. More people would move into villages where they could enjoy the lower cost of living but still enjoy the choice of educating their children in schools of their choice.
6. Students who attend a larger school before entering Junior High may adjust more readily to the Junior High.

COPY

Box 102
Rhein, Sask.
Dec. 14, 1982

Yorkdale Board of Education
Yorkdale School Division No. 36
YORKTON, Sask.

Members of the Board:

Re: Glenn Beyko

If we look back to the spring of 1980 it is now evident that this board was badly misinformed at that time about the learning situation in Rhein School.

1. This board was given the impression that there was no problem, particularly in Room 2. I recall Marilyn Fowlie's remark at the meeting in April when I expressed my concerns in regard to the reading program. She said, "I like it the way it is."
2. At a later meeting which I attended Marilyn informed us that in Sept. 1980, the Gr. 5 and 6 students would be studying the "B" Course in Science, Social Studies and Health. According to her estimation this was to be challenging enough to the capabilities of the students.
3. Upon checking into Michell's confidential school records (and this apparently without the authorization of the board and in contravention of article 146 of the Education Act) and after talking to the teachers in Rhein, she assured us that Michelle was not gifted.

This false information resulted in the following consequences:

1. The board refused bus service for Michelle and Glen to St. Mary's.
2. Much money was spent on legal fees in order to keep these children from using the bus.
3. Other expensive measures were taken such as ordering an additional large bus plus a driver to travel over 50 miles when Michelle and Glenn did board the regular bus.
4. This contributed to an escalating school mill rate.
5. The Beykos were left with no other choice but to provide their own transportation for Michelle and Glenn to St. Mary's School. They did this for two years; from Sept. 1980 to June 1982.

6. Beykos were also burdened with legal feels.

7. Attempts to challenge this board's actions in court were discouraged by continued postponments of the Yorkdale Board.

8. Michelle was considered a gifted student while taking Grades V and VI at St. Mary's and was challenged accordingly. The music program threr was a special delight to her because of her great interest in music. This year she is in a class of gifted students and is competing very well.

9. With harvest in full swing when school opened in 1982 we had no choice but to send Glenn to Rhein School for sixth grade. We tried to soften the blow by assuring him that he could sleep a bit longer in the mornings. We took into account Marilyn's information that the "B" Course was taught in 1980 so were under the impression that "B" Course was being taught in 1982.

10. Several days later we learn that the "A" Course is taught this year in Rhein School. I contact the Dept. of Education in Regina and speak to Mr. Peter Dyck. He tells me to phone Mr. Machurhek in a few days. When I do Mr. Machurhek assures me that Glenn will be allowed to do the "B" Course. The first part in Social Studies is a review, the same as in "A" Course. He also tells me that ukeleles will be played in music this year.

    At the end of October, Glenn comes home and tells us that they have begun to play ukeleles but will be using the book that he completed last year. He is terribly disappointed.

    The band program is disappointing too. To this date he has not been given one sheet of music to play. Only scales have been played.

11. On November 10, 1982 I request bus service to St. Mary's for Glenn. The request is turned down. At this meeting Mr. Simpson suggested that I should have phoned Marilyn asking for bus service before school started. Marilyn later replied for me by stating that she was under the impression that the injunction prhibited use from requesting bus

    Furthermore, early in 1980 Marily told me that if I have any requests or questions to save them for the meetings. When I phoned the Yorkdale office in August, 1982 I was told that the meeting dates were not definite because the board members were harvesting.

    It is common knowledge that in the fall of '82 a family in Dunleath district has had a bus route rearranged to that their children can attent Saltcoats School instead of Dunleath. It has been calculated that the ectra cost for this will be around $3,000.

No extra costs will be involved in order to bus him to St. Mary's School. In fact the feeder bus may cut back on some mileage when Glenn will not be boarding it.

It is encouraging to realize that the prolem at Rhein School has been recognized and dealt with resulting in the addition of another classroom and teacher. Had Michelle and Glenn not been transferred to Yorktonthus problem may have remained unsolved.

During the two years that we provided our own transporation for these children they have endured several hardhips:

1. Frequently having to walk 1½ miles from St. Mary's to their gradnmother's house ti order to wait there for a ride home with a kind neighbor.

2. At times staying in Yorkton for days at a time and experiencing loneliness and homesickness.

This most horrendous thing about all this is the fact that the person responsible for the board's arrogant attitude toward these children is our closest neighbor, Marilyn Fowlie. What a sad experience for young children about human relations.

During the time that you have been a member of this board, Marilyn, I have heard you say that you have learned a lot. In the Enterprise you stated that this has been a growing experience for you. Here is your chance to show how much you have grown.

Certainly the beginning of the year would have been the ideal time to continue at St. Mary's but even at this time Glenn has much to gain by transferring back to St. Mary's.

While speaking with Mr. Machushek yesterday I realized that he and others are under the impression that Glenn wishes to remain in Rhein but it is only I that want him back at St. Mary's. That is why we decided to bring him along today.

What would be the benefits of going back to St. Mary's?

1. Glenn could progress in playing his ukelele.
2. He could get back into an excellent band program.
3. He could proceed with the Ukrainian and Christian Ethics programs.
4. He could cover the "B" Course in Science, Social Studies and Health along with other students and not have to try to hack it by himself.

What's even more important is the fact that the kind of year he has in Grade Six will influence greatly his success in Junior High and subsequently in High School.

In keeping with the spirit of Christmas, could you find it in your heart to give this child the change that he deserves? After all, is it not your responsibility to provide the best educational opportunities for all students? Why punish us for trying to help bring this about?

Yours truly,

Theresa Beyko

Moosomin, Sask.,
March 1, 1983.

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Curriculum and Instruction Review Committee,
Saskatchewan Education,
2220 College Avenue,
Regina, Sask.

Dear Members-

It is appreciated that the Minister of Education saw fit to establish this Curriculum and Instruction Review Committee. We would like to express our thanks for making it possible for Sask. residents to have this input into our Education System. Our children are very precious to us and we are very interested in their education.

We are very worried about how the Family Life Program is affecting our children. Currently, we see the Education System trying to transfer duties and responsibilities of parent's to school through this program. We feel the Family Life Program violates the traditional moral values of our homes. It promotes a secular **humanist** view of man which is opposed to the fundamental spiritual beliefs of our province. We do not agree with the values clarification and situation ethics mentality that permeates this course. We feel that it is the parent's right, privilege and responsibility to teach our children their morals and values. We do not want someone in the school doing this for us. We are most unhappy that in this course, there is no right or wrong brought forth. Our children are encouraged to make their own decision - right or wrong - just as long as it is acceptable to themselves. Teachers in the classroom can interpret the Family Life curriculum according to their own beliefs, in front of a captive audience. Some educators would like us to think that the Family Life Program aids society in having happier families. The reality is, that by encouraging our children to "do their own thing" --- not to be influenced by their parents --- because by being influenced by parents, the values you are adopting are not really your own-----the Family Life Program promotes disharmony in our homes. We do not need nor want this Family Life Program in our schools. Please, respect parent's rights by allowing us to raise our children as we choose. We firmly believe that the school system should avoid making any attempt to involve itself in the teaching of personal values.

We believe that the school's responsibility is to teach academic subjects. School programs throughout Sask. should provide an equal opportunity to students from all social backgrounds to acquire the skills and knowledge needed to become productive members of society. We would like to see our schools get back to the basics....reading, subject content and basic math skills. University people claim that literacy and numeracy standards are dropping. We would like to see our schools get back to being an institution of learning, rather than concerning itself with the social and emotional needs of its student, thus being more like a social service agency. We do not

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believe that schools should instill in students the attitudes they think the students need to make their way in the world and to teach them the generally accepted values of society....just whose values do they think they have the right to teach our children? We suggest that the guidance could be better done by parents, churches and community programs involving parents and children with approved speakers to come to speak on various subjects of concern. Another thought would be that guidance programs could be set up within the community through our Community College programs.

In closing, we would also like to say that we would like to see more input into school regulations and policies by the students and their parents. We would also be a lot happier if there had been more parents appointed to this Curriculum and Instruction Review Committee. We are grateful for the opportunities that we had in returning the questionnaires and being able to present our thoughts to you this evening. Please, let's get back to the basics in our schools rather than trying to indoctorate our children with humanist values. We thank-you.

Issues in School
Curriculum and Instruction Review
Meeting on Education: 1983
March 1st, 1983 @ Whitewood High School.

INTRODUCTION

Knowing whether a school is a good school, whether a teacher is a good teacher, whether students are learning and what they should be learning, and whether a curriculum change is better than what it replaced are fundamental questions in education, yet answers have plaqued educators for sometime.

These questions are assuming greater significance in the 1980's. The public, through its elected representatives, is demanding greater accountability of public education.
This accountability is prevelant because of the increased cost of education, and some of the claims made by post-secondary education institutions about the performance level of our graduating students.

PROGRAM DEVELOPMENT

" The goals of organizations serve many functions ..... depict a future state of affairs which the organization strives to realize ..... set down guidelines for organizational activity .... constitute a source of legitimacy which justifies the organizations existence ..... serve as standards to assess the organizations efficiency and effectiveness".
(A. Etzioni, Modern Organizations)

Thus the main task of a school division should be decisions on its goals. Who should make the decisions on the goals? Because education is controlled, ultimately by the public at large, they have the authority and responsibility for determining the school division's goals. Every school jurisdiction should have its stated goals and objectives as a raison d'être of its purpose.

Your Review Committee encouraged and facilitated public participation in this vital exercise. Once the goals have been established and priorized, educators should assume the respondsibility of translating this information into workable objectives within the curriculum structure.

Earlier it was mentioned that instructional objectives are worked

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out within the parameters of the curriculum. Curriculum is determined by the provincial government as both a legal right and as a larger reflection of the values of society. The purpose for centralization of curriculum is to make up for certain inadequacies in the professional body of teachers. The Department of Education sets forth the basic purposes and body of subject matter. There should be variation within each of the curricula, allowing enough latitude for teachers to develop instructional objectives and tailor a program to the unique needs of the students and particular school jurisdiction. However, deviations to any significant degree, such as a locally developed program, must have the approval of the Minister of the Department of Education, ultimately responsible for maintaining the broad standards of learning expected by the public.

One method of performing the role of facilitator in program development is the organization and direction of an in-service program designed to upgrade a teacher's ability in undertaking program development work.

"Without leadership there can be no more than potential for adequa
program development; isolated, unplanned, and haphazard activities are not likely to lead to the desired outcomes.....
The crucial factor is the presence of various activities designed to clarify purposes and suggest alternatives".

(E. Miklos," School Climate and Program Development", Selected Readings in Educational Administration.)

HOW CHILDREN LEARN

Although not a learning theorist, Piaget's influence in awareness of child development has been pervasive. It is a theory of development that stresses the acquisition of knowledge in a gradual process made possible through the interaction of the child and his environment. The sophistication of a child's representation of the world is a function of his stage of development. The educational implications of Piaget's theory are the development of curriculum based upon child developmental stages; sequencing of materials and interactive opportunities of child and environment. Following the idea of Bruner's "spiral curriculum", it is possible to teach any subject to any child at any age, however the level of presentation must correspond to the

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child's stage of development. (The Home Economics curriculum does not always present materials in a sequenced manner. It does not move consistently from the simple to the more difficult task. The Home Economics curriculum requires some revision).

There must be stress on individual differences, as different children will respond differently from same experiences. Programs must be developed to let the child explore and manipulate the environment while the teacher stimulates and encourages him, as the child's verbal ability often does not correspond with what he knows.

Gagné claims that the first level of materials must be mastered before learning can occur at the second level of materials presented. Each is a prerequisite to the next order on the hierarchy, terminating with problem-solving or the application of rules in the generation of new higher-order rules. Gagnē's application to schools is in the planning of the learning structure, the determining of what comes before what. A second implication is in the management of learning; the motivating, guiding and directing toward new experiences. Lastly, is the function of instructing, the arrangement of conditions of learning external to the student. These conditions need to be constructed in a stage by stage fashion, taking into account previous stages. The knowledge generalization or knowledge transfer must be facilitated, as transfer is the practical use of knowledge. (More Canadian History should be taught to our students at regular grade intervals. Many Grade XII students lack a knowledge of Canadian Histroy - - upon graduation).

CURRICULUM DEVELOPMENT

We recognize in the curriculum development process, that the time required to develop and implement curriculum is tediously long, The length of this process seems to result in a kind of time pressure situation which reduces flexibility in terms of content modification and implementation. The rapid changes in the state of knowledge, in needs, and in our understanding of good approaches to learning, become difficult to accommodate. Many good curriculums are out dated by the time they reach our teachers and classrooms. We require curriculums developed in the following areas:

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Family Life
Life Skills
The Gifted
Computer Education
The Self Worth of an Individual.

SUMMARY

"Teachers need to know how children learn, and how they depend on motivation, readiness and reinforcement. But ..... teachers similarily need to know how to teach - how to motivate pupils, assess their readiness, act on the assessment, present the subject, maintain discipline and shape a cognitive structure".

(N.L. Gage, " Paradigms for Research on Teaching", N.L. Gage (ed), Handbook of Research on Teaching).

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[illegible] [illegible] Education

Moosomin, Sask.
March 1, 1983

Curriculum and Instruction
Review Committee
Saskatchewan Education
2220 College Avenue
Regina, Saskatchewan

Dear Members:

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We are worried about how the Family Life Program is affecting our children. Currently, we see the Education System trying to transfer duties and responsibilities of parents' to school through this program. We feel the Family Life Program violates the traditional moral values of our homes. It promotes a secular humanist view of man which is opposed to the fundamental spiritual beliefs of our province. We do not agree with the values clarification and the situation ethics mentality that permeates this course. We feel that it is the parents' right, privilege and responsibility to teach our children their morals and values. We do not want someone in the school doing this for us. We are most unhappy that in this course, there is no right or wrong brought forth. Our children are encouraged to make their own decision - right or wrong - just as long as it is acceptable to themselves. Teachers in the classroom can interpret the Family Life cirriculum according to their own beliefs, in front of a captive audience. Some educators would like us to think that the Family Life Program aids society in having happier families. The reality is, that by encouraging our children to "do their own thing" --- not to be influenced by their parents --- because by being influenced by parents, the values you are adopting are not really your own·+---- ~~the~~ Thus the Family Life Program promotes disharmony in our homes. We do not need nor want this Family Life Program in our schools. Please, respect parents' rights by allowing us to raise our children as we choose. We firmly believe that the school system should avoid making any attempt to involve itself in the teaching of personal values.

We believe that the school's responsibility is to teach academic subjects. School programs throughout Saskatchewan should provide an equal opportunity to students from all social backgrounds to acquire the skills and knowledge needed to become productive members of society. We would like to see our schools get back to the basics ..... reading, subject content and basic math skills. University people claim that literacy and numeracy standards are dropping. We would like to see our schools get back to being an institution of learning, rather than concerning itself with the social and emotional needs of its students, ~~thus~~ NOT being ~~more like~~ a social service agency. We do not believe that schools should instill in students the attitudes they think the students need to make their way in the world and to teach them the generally accepted values of society ..... just whose values do they think they have the right to teach our children? We suggest that the guidance could be better done by parents, churches and community programs involving parents and children with approved speakers to come to speak on various subjects of concern. Another thought would be that guidance programs could be set up within the community through our Community College programs.

In closing, ~~we would also like to say that~~ we would like to see more input into school regulations and policies by the students and their parents. We would also be a lot happier if there had been more parents appointed to this Curriculum and Instruction Review Committee. We are grateful for the opportunities that we had in returning the questionaires

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and being able to present our thoughts to you this evening. Please, let's get back to the basics in our schools rather than trying to indoctorate our children with humanist values.

We thank you.

BRIEF SUPPLEMENTRY TO A PREVIOUS SUBMISSION...

BY- l.j.fournier

For more than one hundred years,parents have been complaining about the deficient teaching of basic skills in our schools in Canada and the U.S. Today,the fact of wide spread illiteracy and manifest underachievement of functional basic skills is probably more rampant than when the complaints were first brought to public attention at least a century ago. Recorded history shows that the problem of basic skills has been recurring periodically over the years. Invariably the protests were followed by setting up investigative committees or even royal commissions to study the problem and to report or suggest remedial procedures. Many of the recomendations were implimented resulting in curriculum changes,augmented teacher training, changed designs for school construction,provisions for vocational training to compensate for undeveloped basic skills,etc.etc.

DEspite the changes,innovations and experiemnts that followed recurring expressions of parental discontent; a survey made in Ontario about ten or twelve years ago, revealled that beneficial results had been negligable while new adverse symptoms were on the increase. When it became apparent that the implimenting of the recommendations of the Hall-Dennis report had been unproductive in accord with expectations,it was decided to sponsor annual congresses on education. These provided for much discussion of symptoms and bandaid treatment with little evidence of any subsequent improvement in the delivery of basic skills, and even less for education.

To compensate for this persistant deficiency,it was found expedient to set up costly new types of schools. Composites, comprehensive schools,technical schools, Lack of workers with the skills required by the world of industry brought the department of labor on the scene to provide money and facilities to fill the demand for trained workers.

While all the changes were being made in the domain of schools and schooling;disturbing developments appeared in the social circumstance. Divorce and family dissolution increased;so did alcohol and drug addiction; vandalism, delinquincy,and crime became rampant; promiscuity and related or consequent effects forced the setting up of special teeatment or care centers. Mental and emotionally disturbed cases reached the stage where they took up a large portion of hospital beds. Attempts to cope with social deviation in all it's forms were too often too little and too late. The developments forced successive expansion of social welfare facilitieswith mounting costs, leaving little money left over to study causes of the undesireable and possibly preventable effects and consequences. Presumably,treatment of symptoms with bandaid therapy was all our overtaxed citizens could afford. Today we are faced with the reality that we are on the verge of having more single parent students in our schools than those with two parents. This unhappy development has brought a massive burden of new problems for the teachers in our classrooms.

Surveys and studies were launched to find some answers or solutions. It should be mentioned that surveys and studies about schools and schooling have been ongoing since the turn of the century.Countless studies and reports have been initiated by individuals. A survey sponsored by the STF,the S.S.T.A. and involving the city of Moose Jaw and the town of Turtleford reported the findings that administrators,staffs,students,parents, and local business men,all had different opinions about what the aims and goals should be. No further mention was made of this startling revelation. Phase two of the project involved curriculum and lesson development carried out by the staffs of the two schools. It seems possible that the results reported lead to further

further studies of curriculum problems that may have induced the formation of the Minister's Advisory committee? Another study sponsored by the STF brought out a report titled the"Middle Years Study" that presented the views and opinions of the teachers in their own words. The document is a masterwork of authenticity. The chapter under the heading of "Teacher Training" includes one paragraph that starkly exposes the crucial cause of the malaise of the schools by way of the pleas of the teacher of the need of help to enable them to UNDERSTAND the ADOLESCENT STUDENT..(emphasis mine)

The record of vocational integrity duly earned by our teachers from the time of our first schools,suggests that they could have made their plea for help in the area of understanding student needs at their first teacher conference and ever since. The 'discussion paper"issued by the Curriculum and Instruction Review committee seems to convey the message that the teachers have yet to be afforded the training requested.

At this point,it seems pertinent to mention a statement made by an astute observer of social realities that"today's social condition is an accurate reflection of yesterday's teaching." Over the years,virtually all the requests made by our educationist have been gratified to provide the most comprehensive,best staffed and equipped,systems of schools the minds of the educationists have been able to devise;all in the name of "education" that would liberate human talent and initiate progress and reform that would ~~da~~ make democracy work so that we could achieve a society that would make efficient use of all it's ample resources to achieve prosperity,security,stability, freedom from want and a condition of peace and good order.

These have been the promises proclaimed as the long term objectives of the schools at our annual meetings, our conferences, our graduation ceremonies, and our convocation rituals. That we have prosperity cannot be denied. How many enjoy our vaunted affluence and how many are on welfare or unemployed? Why are we faced with mounting deficits that could have been prevented by the exercise of foresight, prudence, and fiscal responsibility on the part of our citizens and those they elected to govern for the common good? Where is the leadership the educationists have continually promised to produce ? Regardless of parental or environmental background, virtually All ~~many~~ studentS admitted to our schools are fully endowed with the faculties needed to rise above the mediocrity. that is the mark of defective schooling. All they need is the UNDERSTANDING our teachers have been begging for ?
Why should children be condemned to deprivation and dis-advantage because of the accident of being born to parents who came through our schools without learning the basic skills that are basic to self-creation and self-fulfillment?
No school, no parents, no teachers, or any combination of all three ever educated anyone. Education is exclusively a matter of individual decision making. Schooling is for the awakening, the enlightment, and the liberation of inborn potential. We do have the most knowledgeable generation in human history and no generation has been more helpless in making use of it's bananza of knowledge. It is the responsibility of teachers to know the subject they instruct, know the minds of the students they teach, and to be an authentic example of what their students should desire to emulate. If the teachers lack the understa
-nding--

....that is the primary right of each individual student, the students are in jeopardy. After more than 500 years of schooling experience in the name of education,why should basic skills be a problem ? The founders of the original version of today's schools had no illusions about what is meant by the term "whole person". With nothing remotely resembling the facilities and resources available to today's teachers,the early schools liberated the potential that inspired the creative innovation that marks the 13th.century as the greatest in history.
Is today's socio-economic circumstance the best we can look for in the future??
Since about 1949,any teacher could have aquired the means for understanding children of every age from birth through adolescence by reading Dr.Maria Montessori's book,"The ABSORBENT MIND". It is no accident that it has come to be rated as one of the most important books ever written next only to Scriptures. Considering that the human mind is key to the meaning and purpose of creation,the classification of the book is readily understandable and the latest scientific discoveries are confirming the concept. It has been unfortunate that some limitatioms of educationist reading capabilities has caused some of them to describe her message as a "method" or a "system",when the reality is that it is the first practical explanation of the vital importance of the first six years as the "formative years." The book unveils the process of personality development from birth to the eventual accomplishment of a 'whole person'.
It seems quite possible that the Absorbent Mind could have been a contributing factor to the development of the Kodaly method of teaching music as the most efficient and effective teaching instrument ever devised by man to accomplish a balanced foundation for the formation of the 'whole person.'

The first music school established to test Kodaly's concepts was opened at Budapest,in 1956. It quickly demonstrated that music was a potent dynamic for energising and stimulating the natural learning faculties when the children proved that they excelled students in the standard schools in the basic skills of reading,writing and maths. Added to that,their memories were amplified as much as five times above accepted norms for the age levels. It was no accident that the method confirmed and validated the concepts and insights taught to Montessori by the children she had taught. One of our great teacher of teachers saw the method as a means for teaching language to pre-schoolers to serve them for the rest of their lives. Mastery of language liberates the power of the intellect and stimulates the listening faculties vital to learning,by reading,not only the written word,but also the precise meanings of the sounded words.

This was to be confirmed by the discovery,by Dr.Alfred Tomatis,of a concept named the Tomatis Effect,confirming that Listening is the means to learning. Tomatis designed special electronic equipment used to test a persons hearing and listening capability leading to the identification of specific learning disabilities. He ~~al~~ also developed equipment and a process by which the mother voice,if available,or music when it was not, could be used as therapy to correct hearing or listening deficiencies. The proven effectiveness of the Tomatis Effect concept means that that illitercacy can be prevented and functional illiterates can be taught both reading and speech.

From the world of brain/mind research ,highly specialized equipment has made possible a stream of scientific new discoveries that invariably confirm the authenticity of the intuitive vision of Montessori and Kodaly. The day of using excuses or scapegoats to rationalize the failure to teach basic skills can never again be acceptable.

The first step towards reclaiming our schools to serve the educational needs of our schools is to make mandatory the reading of the "ABSORBENT MIND" if only to provide the answers to the requests made by the teachers in the'Middle Years Study' report. The teachers themselves will be first to gain by the effort. If they do not understand the children they teach,it can only be because they do not understand themselves. UNDERSTANDING of self of others comes by way of the exercise of patience,kindness,generosity,courtesy, guilelessness,unselfishness and sincerety. Instruction is possible without them. Teaching is NOT possible without them and no one is so poor that they cannot to activate them with genuine good will. Any child living is susceptible and responsive to their activation. If a teacher taught nothing else ,more would have been taught than all the knowledge accunulated by man. A child's first need is self-image and self-acceptance. Without it,the child is a nonentity and,a nobody has no use for anything they cannot give themselves. If a child or any person,can smile at the sight of a person they like,the message h is,"here is potential unlimited'handle with care and Love. Nothing is insignificant to a child. Unless a student returns a teachers teaching by manifesting that he knows what he knows,he has not been taught,he has been betrayed. The diference between "hearing' and "listening" is ATTENTION or INATTENTION. To teach effective reading, the child must 'listen' to his mind sounding the words and seeing a thing,a mobement,or an idea, and,what it means to him as a self in the context of all he has learned until that moment. It is the MIND that learning and self-creation is accomplished,no where else.

l.j.fournier.
L.J.F.

A Presentation for
The Curriculum Review Committee
on behalf of
The Prince Albert Teachers' Association.

TOPIC:

THE NEED FOR TEACHING ENGLISH AS A SECOND LANGUAGE

1983

A. DEFINITION OF E.S.L.

The province of British Columbia defines E.S.L. as being:

> "English-as-a-Second Language programs are designed to provide services to students who do not speak standard Canadian English as a "home" language. The regular curricula will need to be adapted and/or modified to meet the needs of the English-as-a-Second Language students until they can attain the ultimate goal of working in the regular curricula."

Their philosophy is that E.S.L. teaching be student centered. The important factor being that the students become involved in all activities. The language experience approach is found to be very appropriate for the E.S.L. classroom.

B. PROGRAM

It is proposed that English-as-a-Second Language students be given a short oral interview and oral comprehension test. An assessment of reading and writing skills should also be given. This will provide a basis for future reference. Monitoring of the student's progress can then be accomplished. Commercial E.S.L. tests can be purchased from various companies.

There are basically three types of E.S.L. situations:

1. Total Integration: Children are placed directly into regular classrooms and learn English with no special instruction.
2. Reception Classes: Children initially attend English Second Language classes full-time: but as they learn English, they are gradually integrated into the regular school program.
3. Withdrawal Classes: Children leave their regular classes

periodically to receive special English Second Language instruction. [1]

If the Boards choose Total Integration programs for their E.S.L. students, it is felt that the classroom teachers should be given in-service training, sufficient materials and ideas to assist in teaching these children. We have to remember E.S.L. students require individual instruction to help them acquire proficiency in the four language skills of listening, speaking, reading and writing. Secondly, these same teachers are in charge of planning and conducting lessons for the other members of the class.

Our teachers have been expected to develop English language units for their E.S.L. students. They do not have the training nor the materials to create programs. They have had to rely on their own resourcefulness and their own time to produce learning experiences for these special needs students.

Resources, guidance and materials are imperative for these teachers if the E.S.L. students are to benefit.

If the choice were Reception Classes, the hiring of teachers with skills and training in Linguistics and Methods would be required. The students would then require transportation to the nearest Reception Class.

At present, the Regina School Division No. 4 has two Withdrawal E.S.L. classes for grades 2 - 8, in which students are encouraged to participate. The province of British Columbia supports Withdrawal Classes in 41 out of 58 districts.

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1. Section I Results: English-as-a-Second Language or Dialect (E.S.L.).

We would like to recommend the choice of Withdrawal Classes. Trained personnel in the field of E.S.L. could be hired for either itinerant or school-based situations. The students would be given the individualized instruction and the teachers would benefit from the support staff and resources.

C. RESOURCES

The province of British Columbia, Ministry of Education, has a publication available from their Publication Services Branch entitled, English-as-a-Second Language/Dialect Curriculum Resource Book (k-12).

The Regina Program Consultant, Second Languages has suggested the Lado English Series (CEC Publishers) levels 1 to 3 and Introduction to Canadian English level 1 by Carson Martin. The following publishers were found to have very useful resource materials:

1. Centre Educatif et Culturel, Inc.
2. Addison-Wesley Publishers
3. Academic Press Canada Ltd.

In addition, you will find attached the E.S.L. Resources from the Teachers' Professional Library, put out by the Vancouver School Board.

D. ADULT E.S.L.

(Co-ordinated through the Natonum Community College).

The Community College offers an Occupational English class for a minimum of six students. These are full time classes, running from 9:30 to 3:30 p.m. They continue for a 12 week period. The class is set up to give the adults as much oral English in as many different settings and experiences as possible.

The instructor schedules community tours at least once a week. Classes in cooking are also provided to give additional experiences in measurement, directions and the types of utensils we use. Weekly film sessions are held to depict the way of life on the prairies and in Canada.

Funding is available to adults through the Manpower Training in Occupational English program. Manpower provides the tuition fee for the 12 week course. It is the opinion of the instructor that a 12 week course is not long enough for the students to learn enough English to enter the work force. It is also felt that the student-teacher ratio be set at a maximum of 12 - 1 to facilitate greater opportunity for student participation and involvement.

An Adult curriculum for English-as-a-Second Language has been developed by Angie Wong of the University of Saskatchewan, Saskatoon campus.

E. CONCLUSION

In conclusion we recommend that your committee consider researching a T.E.S.L. Curriculum for students K-12. We are concerned. We have very limited training, resources, and materials. We hope you can assist us.

Respectfully Submitted By

The Prince Albert Teachers' Association

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TEACHERS'
PROFESSIONAL
LIBRARY

TEACHER CENTRE
123 EAST 6th AVENUE
VANCOUVER, B.C. V5T 1J6
TELEPHONE 874-2617

Annotated
Bibliography
1982.01.

ENGLISH AS A SECOND LANGUAGE RESOURCES IN THE TEACHERS' PROFESSIONAL LIBRARY

Ken Haycock
Coordinator
Library Services

Linda Dunbar
Library Technician
Teachers' Professional Library

PROGRAM RESOURCES
VANCOUVER SCHOOL BOARD

Ahmad, Farhat. Using newspaper stories to teach English as a second language. Toronto: Ontario Ministry of Culture and Recreation, 1978. 37p.

"How to use current newspaper articles to stimulate students to ask questions in a natural manner".

Allen, Edward David and Rebecca M. Valette. Classroom techniques: foreign languages and English as a second language. Revised and expanded edition. New York: Harcourt Brace Jovanovich, 1977. 418p.

The aim of this handbook is to show the teacher ways of implementing and supplementing existing materials at the elementary and intermediate levels.

Allen, Harold B.,ed. Teaching English as a second language:a book of readings. New York: McGraw-Hill, 1965. 406p.

A collection of readings from 5 countries

Bright, J.A. Teaching English as a second language:theory and techniques for the secondary stage. London: Longman Group, 1970. 283p.

A basic handbook that covers all aspects of English language teaching

Broughton, Geoffrey and others. Teaching English as a foreign language.2nd ed. London: Routledge & Kegan Paul, 1980. 248p.

Butovsky, Lillian and Esther Podoliak. Introduction to Canadian English; book II, teacher's handbook. Revised edition. Toronto: Ontario Ministry of Culture and Recreation, 1976. 293p.

"Each of the 50 lessons introduces one or two language items in the context of a realistic dialogue or narrative ..." (intermediate and advanced levels)

Croft, Kenneth, comp. Readings on English as a second language: for teachers and teacher-trainees. Cambridge, MA: Winthrop, 1972. 436p.

"a representative sample of professional writing in the second language field"

Derrick, June. Teaching English to immigrants. London: Longman Group, 1966. 257p.

techniques and procedures

Dorry, Gertrude Nye. *Games for second language learning*. New York: McGraw-Hill, 1966. 56p.

Language-practice games to reinforce what has already been taught in a more formal way.

Dubin, Fraida and Elite Olshtain. *Facilitating language learning*: a guidebook for the ESL/EFL teacher. New York: McGraw-Hill, 1977. 249p.

The primary purpose of this book is to provide teachers "with a flexible approach, a framework to plug in new ideas".

Dubin, Fraida and Myrna Margol. *It's time to talk*: communication activities for learning English as a new language. Englewood Cliffs, NJ: Prentice-Hall, 1977. 214p.

These 194 communication activities designed for intermediate and advancing learners of English as a second language are presented from the point of view of the person who is learning English.

Engel, Elyse. *Handbook of English grammar for teachers of English as a second language*. Toronto: Ontario Ministry of Culture and Recreation, 116p.

A revised edition of *English Structure Handbook* by Lillian Butovsky and Judy Rapaport-Buchwald.

English as a second language kit for Vietnamese students, K-12. Victoria: B.C. Ministry of Education, 1979. (portfolio)

Items include Sections on General Guidelines, Cultural Information, Language Difficulties, Activities for the Classroom, and Sources and Resources.

English structure handbook: for teachers of English as a second language. Toronto: Ontario Ministry of Culture and Recreation, 1977. 137p.

Covers the grammatical structures necessary for the teaching of English.

Finocchiaro, Mary. *English as a second language*: from theory to practice. New edition. New York: Agents, 1974. 230p.

Brings some current theories to the attention of teachers while emphasizing more efficient, more effective, or more stimulating learning rather than "modern" vs. "traditional".

Finocchiaro, Mary. *Teaching English as a second language*. Revised and enlarged. New York: Harper, 1969. 478p.

brings together in nontechnical terms applicable theories in general education, in foreign language teaching, and in the teaching of English.

763

Frey, Betty J. Basic helps for teaching English as a second language. Tucson,AZ: Palo Verde Pub. Co., 1970. 236p.

this book describes concrete teaching procedures and materials developed with non-English speaking and bilingual students

Garcia, Mary H. and Janet Gonzalez-Mena. The Big E: an English language development program for the primary grades. Learning package 1: program guide. Silver Spring,MD: Institute of Modern Languages, 1976. 164p.

follows upon IML's pre-primary program English Experiences (see entry under Gonzalez-Mena)

Garvie, Edith. Breakthrough to fluency: English as a second language for young children. Oxford: Blackwell, 1976. 152p.

an approach to the teaching of English as a second language in early education

Gonzalez-Mena,Janet. Program for English Experiences: English as a second language for pre-school and kindergarten. Silver Spring,MD: Institute of Modern Languages, 1975. 145p.

focuses upon school, home and community through a program of games, music and art projects

Harris, David Payne. Testing English as a second language. New York: McGraw-Hill, 1969. 151p.

"The twofold objective of the book is to enable the ESL teacher both to improve his own classroom measures and to make sound assessments of standardized tests ..."

Hines, Mary Elizabeth. Skits in English. New edition. New York: Regents Pub. Co., 1980. 121p.

30 skits for use with ESL students, with suggested role-playing activities.

Holdzkom, David. The ideabook: a resource manual for teachers of English as a second language. Silver Spring,MD: Institute of Modern Languages, 1979. 59p.

activities and testing in ESL classrooms

Jolly, Constance and Robert Jolly. When you teach English as a second language. Brooklyn: Book-Lab, 1974. 144p.

For the beginning ESL teacher. An excellent overview with general information plus suggestions for specific lessons.

764

Kettering, Judith C. Developing Communicative Competence: interaction activities in English as a second language. Pittsburgh: University of Pittsburgh, 1975. 55p.

used in addition to the regular curriculum, this set of interaction activities helps ESL students develop communicative competence in English

Paulston, Christina Bratt and others. Developing Communicative Competence: roleplays in English as a second language. Pittsburgh: University of Pittsburgh, 1975. 53p.

Roleplays to help native speakers of other languages develop communicative competence in English.

Paulston, Christina Bratt and Mary Newton Bruder. Teaching English as a second language: techniques and procedures. Cambridge, MA: Winthrop, 1976. 255p.

practical ideas from classroom experiences

Phillips, Nina. Conversational English for the non-English-speaking child; an audio-visual-lingual approach to English as a second language, with special emphasis on the needs of the disadvantaged child. New York: Teachers College Press, 1968. 129p.

this practical manual was originally developed for use in training volunteers

Plaister, Ted. Developing listening comprehension for ESL students: the kingdom of Kochen. Englewood Cliffs, NJ: Prentice-Hall, 1976. 286p.

A set of lectures with accompanying exercises to help improve listening, note-taking and reading skills.

Politzer, Robert L. and Frieda N. Politzer. Teaching English as a second language. Lexington, MA: Xerox College Publishing, 1972. 254p.

suggests methods useful in teaching English pronunciation, syntactical patterns and vocabulary

Rivers, Wilga M. and Mary S. Temperley. A practical guide to the teaching of English as a second language. New York: Oxford University Press, 1978. 399p.

Numerous examples and practical exercises follow theoretical discussions of language teaching methodology

Robinett, Betty Wallace. *Teaching English to speakers of other languages*: substance and technique. Minneapolis: University of Minnesota Press, 1978. 321p.

Satterly, Eileen. *Songs and games*: for teaching pre-school children English as a second language. Toronto: Ontario Ministry of Culture and Recreation, 1977. 32p.

Saville-Troike, Muriel. *Foundations for teaching English as a second language*; theory and method for multicultural education. Englewood Cliffs, NJ: Prentice-Hall, 1976. 151p.

a useful introduction to teaching English as a second language

Stoddart, John and Frances Stoddart. *The teaching of English to immigrant children*. London: University of London, 1968. 120p.

written by two specialist teachers of English as a second language, who taught immigrant children in Yorkshire

Thonis, Eleanor Wall. *Teaching reading to Non-English speakers*. New York: Collier-Macmillan, 1970. 270p.

detailed practical analysis is followed by detailed suggestions to enable the student to maximize his learning potential

Vancouver School Board. *Suggested curriculum for the ESL programme in Secondary Schools*. Vancouver 1978.

Vinson, Jane. *The Magic of English*: beginning experience in English as a second language. New York: Harper, 1979. 120p.

A program of lessons designed to teach English to non-English-speaking students from any and all language backgrounds

White, Oscar and Sonja Martin. *Learning English as a second language*: for secondary schools and continuing education. Dobbs Ferry, NY: Oceana Publications, 1976. 4 volumes.

A 4-volume set that provides a progressive continuation in learning English grammatical structure.

766

Widdowson, H.G. Teaching language as communication. Oxford: Oxford University Press, 1978. 169p.

A rational approach to the teaching of language as communication based on a careful consideration of the nature of the language and of the user's activities.

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Brief list ABE/ESL library materials. Vancouver: Vancouver Community College, 1980. 3 fiches.

"Based on the holdings of the Britannia Library Learning Resources Centre"

Moustafa, Margaret. "Picture Books for oral language development for non-English speaking children: a bibliography." The Reading Teacher, Volume 33, Number 8 (May 1980) pp. 914-919

"books in which words and pictures are clearly related are useful in teaching non-English speaking children the meanings of English words"

National Clearinghouse for Bilingual Education. A Bibliography of English as a second language materials. Rosslyn, VA: The Clearinghouse, 1978. 2 Vol.

Volume 1 covers grades k-3, Volume 2 grades 4-12.

Rhodes, Lynn K. "I can read! Predictable books as resources for reading and writing instruction." The Reading Teacher, Volume 34, Number 5 (February 1981) pp. 511-518.

"Discusses the characteristics of predictable books and ways to use them."

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March 14, 1983

FROM: Bob Martyn, 1483 - Sibbald Crescent, PRINCE ALBERT, Saskatchewan

TO: Minister's Advisory Committee

First of all I would like to give you my background so you can understand where I am coming from and why I have these concerns.

As a child I was raised in a financially poor background until the age of 10 or so. Then as a family we became middle class (in common terms). As far as education goes I failed grade 12 and also did not wish to attend University or other forms of education and just wanted to work and be a normal "Joe".

Latter I went to night school for my grade 12 because I was now married and working in a government job which required grade 12 to be promoted. As a matter of fact I had a job that required a grade 12 and my boss told me I would have to get grade 12 if I wanted to keep it or we would both be in trouble. The reason for my interest in native problems is that my wife was Treaty from James Smith and has described the horrors of attending a school, in Kinistino as a youngster. My two Metis children have run into the same problems (to a lesser degree) attending Schools in Prince Albert even though they are middle class natives.

As well I have had the opportunity to observe native children (relatives) and others move to Prince Albert from the reservation, live on welfare, and not have a hope in hell in our social world or education. Just the very stubborn or very lucky are making it, not the average child.

I'm also a recovered alcoholic and know the power of alcoholism and drug abuse on adults as well as their spouse and children. I have also been a single male parent working, raising a family, and coping with the daily living that life style demands. My current job is Maintenance Co-ordinator for the N.L.S.D. #113 and this has indirectly also given me an interest in education.

I have never before submitted a brief to anyone or stood before a large group of strangers to submit my opinions. However, I feel it is time to stop talking amongest friends and do something as an individual. I'm happy to see you and feel that this is very positive to see a Committee come to our City, looking for concerns and ideas from individuals and groups concerning education.

My first concern, is the teaching the true history of Saskatchewan especially as it applies to our own native population. Our main problem in Native/White relationships is that we do not understand each other, our backgrounds, and how history has shaped our opinions and minds.

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I was not taught to understand Treaty Six which covers most Status Indians in Saskatchewan or the effect of Treaties on the Indian people. I was not taught the truth behind the Manitoba and Riel rebellions and the effects on Metis people from then to now. If our children knew the truth and the effects they would at least have an opportunity to understand and to decide for themselves. The children in both worlds may be able to work together. Especially when there is a history book written by Mike Tymchak called "Our Heritage" and copyright by Academic Education, D.N.S. now the Department of Education. This is, however just a start, but it is not taught by ~~a~~ Boards of Education in Prince Albert. This opinion also stands true to all cultures, however right now we have a "native problem?" and they are the original people of Saskatchewan and Canada and should be understood by us and themselves.

Another concern I have is to teach the individual at his/her pace and not the old system of marking. This has changed quite a bit in the past 10 years (maybe as far as public opinion allows) but not enough and I have read and support the brief submitted by Tom Heidt.

My major concern is that our education system is based on the old English idea (among the wealthy) of entering School at 6 years of age, being education for 12 years to fill in time, so he would emerge in the world as a man at the age of 18. We have refined this over the centuries and now educate everyone to mainly enter University with some side channels for vocational training and human development, but usually change the system by window dressing, well after the problem occurs. In other words education to support industry, not mankind.

I have read that a child's brain is 75% developed by age 8 and his basic social make up and opinions are also developed by age 8. This does not leave too much for the school system to develop. Therefore I believe our education system should teach the student about child reading, too understand ourselves socially and emotionally or teach the child but also teach the parent. Many small things in this area could be done now, without changing the whole system. Examples could be alcohol and drug abuse, how we feel about ourselves, basic law, how to fill out income tax, how to change oil and a tire on the car, how and why to borrow money, why have a credit rating, etc. In other words how to live in this world and be happy.

I believe in teaching reading, writing, math, history, etc., which I believe you are doing a better job of now; then before. However, I feel that the world is changing so fast technically that we will require job retraining many times in our future careers, that we better be well equipped to survive emotionally and socially rather than technically.

To survive emotionally takes education and "life skills" in understanding ourselves and others which we are sorely lacking in our current system. Many educators are scared of teaching this at the present time and they believe they are not trained or capable of doing this with their Major in English or Math. However many of these areas could be taught by "Parent" style teachers or social science people? People and organizations in co-operation (even by paycheque in the form of teache aides, social workers) instead of formal teachers who may lack the self-confidence in themselves or the short term lack of training, to carry out these functions.

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In closing I would like to say that Sir John A. MacDonald had a great vision of one Canada and railway from sea to sea. In doing so he destroyed the Indian and Metis people of Western Canada, but could have, with a better understanding of the people, had one Canada and a healthy native population; and we would not have a "native problem". New Zealand did a much better job than we did.

In Education, are we so busy dotting the i that we have lost our vision and could be destroying the future of our children.

Educators must have vision of the near future at least and react in advance. Drug and alcohol problems are now a big problem, why didn't we start programs 10-15 years ago. Native people are making their stand felt, why I ask when many history educators must have known the truth many years ago - not write a history book about the true history of Saskatchewan & Manitoba, etc. Why can't may children hear the truth and be proud of being Metis in our School System today. You as educators as well as me the parent are responsible for their future.

Yours truly,

Bob Marty

Bob Martyn

P.S. I mentioned to my Dad that I was writing this, he told me he did the same thing in 1971 and never heard a thing about it. I asked him if he still had a copy, he did, and it is attached. Funny how we both think about the same way.

Please advise us what becomes of this Committee and its report to government. Pardon the grammer but I'm a product of the past education system, hated composition and am paying the price today.

COPY

I am pleased that the Department of Education is at least considering briefs on Family Life Education. The teaching of Life Skills and instruction in Family Living have been a real need in our Educational System for too long. Our Society has become so institutionalized that our present day adults are no longer a product of the home but products of an institution. It is long past time when we should take a new look at an Educational System that was born out of a need for mass education to satisfy the needs of a rapidly developing Industrial Nation. Out total Educational System should be restructured to meet the needs of present day man. It is apparent that we have mastered the Art of Making Money, but the Art of Real Living continued to elude us.

Parents, in search of answers to raising children are reading books written by the "Dr. Spocks" of our society by the millions with some disastrous results.

Students, with 12 to 15 years in our educational system are wandering around in search of themselves.

Young people, mistaking a scrambling of emotions for real love are being married only to find that love has eluded them.

Our young are being taught of their rights in our society with no thought of a corresponding responsibility to that same society.

The list could go on indefinitely. We are educating people to "Make a Living" but not to "Live". Almost 95% of our people are able to make their own living but how many are able to live without help. Help in the form of Alcohol, hard and soft drugs, tobacco, tranquillizers, etc. Then to continue the vicious circle we are now pressing Governments to use at least part of the revenue derived from these self-help sources to help the person who has got himself into trouble by the use of these living crutches. If we could change our Educational system to teach firstly Life and Living and secondly those skills required to Make a Living we will have accomplished much.

Religion, while making an attempt to deal with the problems of Life and Living, is limited for many reasons. First, they only reach a small portion of the total population on a continuing basis, and then mainly only for one hour per week. Out of this hour about 15 minutes is spent in community singing, 10 minutes in prayer or internal reflection, 5 minutes in ritual and 10 mins. to gather the wherewithall to maintain the buildings and bureaucracy, leaving about 20 minutes for actual instruction (The Sermon). Even this 20 minutes period has so many limitations built into it that even the more gullable are having difficulty in accepting it.

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On the other hand our schools have access to the total population and by law, on a compulsory basis for 8 years, for 30 hours per week, approx. 1200 hours per year for an average of between 10 to 15 years. Surely we can do more with this time to prepare people for life than we have been doing up to now.

I recognize that it may be important that we dot our "i" and cross our "t's", that we know a noun from a verb, that they grow corn in Iowa and that the Roman Empire did exist. But is this really as important as learning the value of the truth, or the power of love, or the ability to express an idea in our own way, or understanding human relations or for that matter, the making of a bed, or the cooking of a meal or the raising of a child or fixing a leaky faucet. I think not. It's time our educational system put the emphasis on the real issues of life.

Let's face it. Most of us will end up just ordinary people, living in simple homes. Working at undemanding occupations, driving cars, growing gardens, doing simple practical things, raising families, pumping gas, hauling garbage, selling vacumm cleaners, teaching, frarming, operating small businesses. Very few of us will send men to the moon, be President of our Country, make scientific breakthroughs. Yet all of us will have to cope with 24 hours of real life every day of our lives. Yet let's look at the number of seats in our Educational system used solely for academic learning compared with the number of seats for technical or vocational training, or the absence of seats to teach man about himself, his life and living.

All education should be aimed at the development of the individual. No child should be allowed to enroll in an educational system as narrow in both purpose and content as the system that presently exists in our schools. If parents knew how to be parents we could leave our children in their care until they were 10 or 12 years of age before tucking them into narrow hallways or organized education. This would give the child time to develop a broader base of experience and practical knowledge, a chance to develop a personality of his own, his last chance to be really free of organization, organized education, organized sports, recreation, entertainment, then organized labor, clubs, businesses - everything organized and institutionalized.

How have we taught our society to judge success. By the gold standard naturally! Parents are still asking their children to amulate the most successful man in town. It matters not that he may have kept a 1000 families in poverty, or exploited whole nations of people to have arrived at his so-called success. All that matters is that he has arrived, by whatever means. Inwardly we know this is not the true measure of success, but outwardly it

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is really the only measure used. This is only one of the double standards that we live by and that must cause a great deal of confusion in the minds of our young and continuous conflict in the minds of all of us.

It is encouraging to see some of our youth rejecting the ideals we have set up for them. While they have not had much exposure in our present educational system to the real value in Life, I think they are being truer to their own selves than the generation before them. Those of us who have our roots in the last great depression can likely justify our actions to obtain financial security. It is unfortunate that we have,to such an extent,destroyed our social and domestic security in the process and now through galloping inflation are threatening the financial security that we have devoted our lives to obtaining.

You have listed many worthwhile topics and have asked us to answer three questions - Rating, Age and Instructor. I have made a feable attempt at rating. Once we start to educate people as people rather than as fodder for industry many of the topics would cease to be relevant.

As for Age: I have based my arguments on a complete change in the purpose and content of education. All ages would stand to gain from this type of education, but if we could start with young parents and respective parents we would have made a good start.

We have tooo long operated under the myth that "You can't teach an old dog new tricks". I don't believe age is any barrier to education. I believe our greatest danger lies in institutionalizing education as too young an age. While age may to some degree slow down the learning process, a lack of interest and enthusiasm for the subject matter being taught is a far greater barrier to learning than age will ever be.

Instructors - It will be difficult in the beginning to find instructors of the quality and in the quantity needed to start - but there will be some amongst our present teaching staff and others not in the teaching profession who could make a beginning. Once we have identified and new purposes and goal for education, it will then be our responsibility to identify those best qualified to fulfil this purpose and to reach these goals.

Hartley A. Martyn

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99.

PAPER

presented to

The Provincial Curriculum and Instruction
Review Committee

by

The Prince Albert Roman Catholic Separate
School Division No. 6

Romeo Paulhus
Chairman

Michel R. Beaudoin
Director of Education

Prepared by: Roman B. Kirzinger
Educational Assistant

March 14, 1983

The Prince Albert Roman Catholic School Division is pleased to present some thoughts to the Curriculum and Instruction Review Committee. The thoughts presented here are based on observations and experiences of the past and present situations. No attempt has been made to present ideas that have arisen as a result of a scientific study. Let it also be said at the outset that just because certain areas are mentioned for improvement or attention, it is not to be interpreted that nothing has been done, or that nothing is being done in these areas. On the contrary, this jurisdiction is pleased with the efforts and co-operation of the Department and its staff over the years. We look forward to a continuance of the good relationship.

These concerns in large part ask in one way or another for a greater degree of involvement of, or contribution from the Department. Let me emphasize that this is not to be interpreted that this jurisdiction does not wish to retain its autonomy. This jurisdiction feels that it would be more efficient to address matters that have Provincial overtones at the Provincial level - it should not be necessary for each jurisdiction to "re-invent the wheel".

One other fact that maybe appropriate to mention at the beginning, even though to some it may be redundant, while to others it may be surprising, is that we as a Catholic jurisdiction are very much aware of the historical fact that as a minority group we not only have the right to our schools but also public funding on an equal basis with the Public System. In mentioning this, I would like to point out that perhaps as a result of this we face a situation which gives some people, both Catholic and Public supporters the impression that there exists in this Province two school systems between which people are free to choose. We find that public education is necessary to inform people of the difference, to ensure that time will not erode our rights.

Areas that this paper will be treating are:

A. Christian Ethics
B. The Division System
C. French Language Programming both A and B
D. Community School Development
E. Fine Arts
F. Native Education
G. Education for the Exceptional Child

H. Computer Education

I. Teacher Education and Certification

J. Social Studies

A. Christian Ethics

We are aware that the Christian Ethics Curriculum is in the process of being revised. However, this curriculum has been outdated for several years due to the fact that the work of the curriculum committee has been of a very intermittent nature. Substantial improvement could be made if the curriculum committee met on a more regular basis as its task requires revisionary work of an ongoing nature. If the Christian Ethics Curriculum Committee were established on an ongoing basis it would then be able to carry out the following tasks in a meaningful manner.

1. Review texts and resource materials
2. Initiate revisions to selected units of study
3. Mainstream communications with the field
4. Plan appropriate in-service models
5. Communicate with the Department of Education

The task of the curriculum committee would be greatly enhanced if the Department of Education employed on a secondment basis a Religious Education and Christian Ethics consultant for the purpose of providing co-ordination and assistance in the revisions of the Division IV Christian Ethics curriculum, orgainizing in-service for teachers of Religious Education and Christian Ethics, and conducting of implementation workshops in the case of new curriculum units. In fact, the members of the Christian Ethics curriculum committee are all full time employees of their respective school boards and have little time for detailed organizational work, the technical writing of the curriculum, and the conducting of professional development workshops.

B. The Division System

In 1964 the Department adopted the Division System for the re-organization of schools in Saskatchewan. Along with that change came curriculum changes particularly at the Division III and Division IV levels. On looking across the Province at the present time in both urban and rural jurisdictions one finds a variety of school organizations. Possibly it may be said that even where student population warrants it, the Division System of organization has really not been instituted. As well, many jurisdictions which have implemented the Division System are questioning whether this is the most appropriate organization. Further, it is

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questionable whether the philosophy upon which the division system is based has been implemented. Even to this day our teachers are trained either in the elementary or secondary pattern. There does not seem to be a specific emphasis in the training of teachers to match the Division System philosophy. This jurisdiction would like to see the Department address itself to an examination of the Division System or organization not only with regards to the purely technical aspects, but more importantly from the philosophical and educational view point. Since there may be Provincial implications in the results of this and since a review of this scope would be beyond the local jurisdication resources, the Department is urged to address itself to this question. To my knowledge the present Review Committee is not specifically examining this area.

C. French Language Programming - Type A and B

Instruction in the French Language has increased considerably over the last years. Those jurisdictions that began this programming ten to twelve years ago know the difficulties encountered. Since the O.M.L.O. has been established there has been an improvement in the services provided. One of the major concerns with implementing this kind of French programming was a lack of curriculum and resource materials. We urge the O.M.L.O. to increase its efforts in this regard. It is realized that the Office of necessity has catching up to do as well as continuing and expanding. An injection of even more resources would help bring their services to the level of need that school jurisdictions find themselves in. This is particularly the case in curriculum development and evaluation materials and plans. It would seem that since this kind of programming is made available by statute the matching resources required should be in place. The magnitude of the task, K-12, is almost as great as for English programming, but it seems the resources are far less.

D. Community Schools

Three years ago Saskatchewan introduced the Community School concept into its education system. Preliminary evaluation seems to indicate that this decision was beneficial. Naturally one will have to wait to determine its long term effectiveness. The Department is to be complimented for this move and encouraged to expand this concept. Initially this concept was directed to the preceived needs of a particular group. This jurisdiction is happy to have been a part of the ongoing process,

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but would urge the spreading of this concept into all schools. Our present society with family break ups, economic stresses, mobility of people, etc. is bringing children into our schools whose needs are different from those twenty-five to fifty years ago. Strategies must be devised to meet these new situations. Everyone realizes that much more needs to be done than just the teaching of the three 'R's'. Involvement of the community is a vital necessity; we can no longer look upon the school as an entity apart from the Community. The school and community must act as one to a much greater degree if the new situations are to be satisfactorily attended to. As the present experience with Community Schools seems to indicate more resources by way of both personnel and money are required. Someone at the Provincial level who would act as a consultant and co-ordinator, who would make regular calls on all community schools, who would act also in the capacity of native curriculum co-ordinator, who would have a Provincial overview from which all schools could benefit, would be of a great assistance. We believe there needs to be more of a leadership role that the Department can play. We urge that the Department expand even further its efforts in this regard.

E. Fine Arts

The Fine Arts should be considered an intergral part of the educational program. The development of a new curriculum at the Division I and II in music and art was welcomed. However, we would like to see much more effort in this regard at the Division III and IV on the part of the Department. In order to help establish more firmly the Fine Arts program we would ask the Department to consider the placement of Fine Arts Consultant in each Region - much as was done when Movement Education was introduced. We do not think it sufficient to just supply the Curriculum. We think it equally important to have personnel available to school jurisdictions to ensure the best possible introduction of that curriculum. It must be remembered that in the teacher training program it is not possible to place a great deal of emphasis on each of the areas that teachers are required to teach. More will be said in this regard on Teacher Education and Certification.

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F. Native Education

The two Universities are to be commended for making it possible to acquire training in this area. Here again, much the same can be said as in the areas of Fine Arts. We believe the Department needs to show more leadership so that strategies will be in place to satisfactorily cope with this situation. The training of teachers through SUNTEP, ITEP and NORTEP is, we think a step in the right direction. We, however, believe the Department's efforts by way of curriculum and material development needs to be increased. We believe these needs could best be served with Provincial leadership. In-service for teachers in this area is necessary and we suggest that it be addressed Provincially. What has been said about Native Education can be said with regards to cross-cultural education. The make-up of our society is changing and we believe our education must reflect this change.

G. Education for the Exceptional Child

We would like to commend the Department for the increased resources, both in personnel and grant, that have been placed in the areas of learning disabled, EMR's and TMR's. It is hoped that these efforts will be continued and improved. Many jurisdictions have addressed themselves to the needs of students with speech and hearing difficulties by employing their own pathologist. This has been done without any special considerations by the Department by way of grants for these positions. We realize that the Department through its present shared services agreements is recognizing the need. However, for those jurisdictions who have such personnel in place it would be hoped that recognition through grants would be forthcoming. We would also like to see a continued effort at the Provincial level which would address itself to the needs of the gifted. We support the current efforts in this regard.

H. Computer Education

We are pleased at the development at the Division III and IV levels that have taken place in computer education. We are also pleased that personnel is available to jurisdictions in this field for advice and assistance. The list of materials made available by the Department is of great help. Hopefully the development in the near future will be in establishing the placement of computers in education at all levels. Since the technology

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changes rapidly in this area, jurisdictions need the advice and assistance of experts who, if possible, can be ahead of development. Of course, hardware without appropriate software especially in programs is useless. Several important questions that require attention, we believe, at the Provincial level are:

a) How much can and will computers assist in the instructional process?

b) Who will prepare programs for the various subject areas?

c) Will computer education be available for most students?

Because of the scope and far reaching implications of this area, we would urge that the Department prepare a Provincial perspective for the guidance of school jurisdictions.

I. Teacher Education and Certification

Over the last years, administration has noticed the good quality of interns and beginning teachers. The Universities should be commended for this. The internship program, we believe, has developed to a high level and without doubt will continue; however, we believe because of the increased needs in our schools new methods must be introduced so teachers in the field especially at the elementary level, can acquire the special trainings needed in a classroom today that time does not allow for in the four year B. Ed. program. We believe that for areas such as Christian Ethics, Art, Music, Physical Education, Computer Education, Native and Cross-Cultural education programs should be introduced that teachers could follow which would give them this special training and for which special certificates would be issued. Courses are presently available for teachers in these areas by way of summer school and off-campus classes, but for the most part they are presented as separate entitites rather than as a part of a designated package leading to special certification in a particular area. We have excellent generalists out in the field, this is necessary and good. We think the time has come when we must address ourselves to the preparation of teachers in these specific areas in a planned, determined fashion.

J. Social Studies

We wish to address a few specific remarks with respect to the content of the Social Studies curriculum in the province. We would like to recommend that there be a unit in one of the more senior levels that would treat of the contribution of the various churches in the history of education in this province. Religious life and faith are a part of our heritage.

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We feel that those churches that played an important part in the history of this Province should be given appropriate recognition. Another area we would like to see more emphasis in the Social Studies courses is the importance of certain areas of the province in the history of the Province. For example, are you aware of the importance of Prince Albert in the early days? Are we in Prince Albert aware of the importance of Lloydminster in this province's history.

In conclusion this jurisdiction would like to affirm its faith in the educational system of this Province. It is a good sound system; continued effort on the part of all will maintain and improve it. What has been stated above can probably be summarized in two statements:

a) more involvement, more influence, or greater visibility especially in those areas of Provincial scope;
b) the development of a plan for curriculum review and development as well as allocation of resources. This would be of great assistance to local administrators in the drawing up of their plans. If Provincially there were a systematic approach, the same could then be expected at the jurisdiction level.

Finally, the Prince Albert Roman Catholic Division wishes to thank the Curriculum and Instruction Review Committee for the opportunity to present these thoughts which are respectfully submitted.

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A BRIEF PREPARED FOR THE CURRICULUM AND INSTRUCTION REVIEW COMMITTEE FROM THE PRINCE ALBERT SCHOOL DIVISION #3

The Curriculum and Instruction Review has given the educators and the general public of Saskatchewan an opportunity to present ideas and concerns regarding education. We trust that the communication among the Committee, The Department of Education and the Public will continue following the release of the report.

Prince Albert School Division #3 has a variety of concerns regarding education as it exists presently and very keen interest in some of the emerging trends.

The immediate future will require us to focus on education quality as distinct from quantity. Realistic goals for education must be established. Schools cannot be all things to all people. A better balance between the child-centred and program-centred curriculum is needed. As the world, as well as our society becomes more inter-dependent, the needs of the individual and society must be carefully weighed and integrated. There will be a vast expansion of adult education. There is also growing pressure for an expansion of pre-school education. More attention to native education will be necessary.

The quality of the evaluation of programs, staff and students will need to increase. There is a need for more inservice for teachers and a continuing improvement of the quality of that inservice.

One of the most dramatic changes in education in the near future may be the impact of technology on the curriculum, teaching and learning.

The needs of children are many. The questions of how the needs are to be met and who has the responsibility must be answered. Our society must continue to work toward meeting all the basic needs of children. Sociologists generally agree that the two most common human needs are survival and security. Unfortunately there are some children who are struggling to achieve these two basic needs. They are children who are suffering from neglect and abuse. Many of them become hostile or withdrawn and begin consuming alcohol and drugs at an early age.

We are required, by law, to provide an education for all children and we are providing for the education of the mentally and physically handicapped. We must take action to help the emotionally disturbed child. Considerably more money will need to be spent in education to train and hire more special education teachers and school counsellors with greater qualifications in the field of social work. If assisting children with emotional problems and working with their families is not a responsibility of education then through legislation and perhaps a joint commission, there should be a greater sharing of responsibility among the Departments of Health, Education and Social Services.

Self-fulfillment is an important need and a greater effort must be made to assist children in understanding their capabilities and forming realistic goals for their future. This area is not confined to the academic core but includes art, bands, and other non-vocational activities as well.

A child will develop personal values. What kinds of values and who will teach them is another question that must be answered. Some members of the public do not believe personal values should be taught in the public schools. Some values have always been taught in schools, if not through formal instruction then by personal example. The major problem with teaching values in the public schools has been avoiding over-emphasizing the values of one group at the expense of others. This leads to a situation in which there is no moral right or wrong, only shades of grey. Many parents when discussing Family Life and Sex Education want values to be taught. Guidelines need to be developed regarding values education for public schools in Saskatchewan.

One goal is continuous progress by the child through the education system. The continuous progress policy plan of 1963 has been difficult to implement because the concept requires individualization of instruction. The student-teacher ratio, availability of learning resources and students moving during their education from one physical plant and jurisdiction to another have tended to work against continuous progress. We do not wish to return to a situation where a child could spend three years in the same grade because he failed mathematics. There is a need, however, to evaluate the success or lack of success of the continuous progress plan and produce a realistic but progressive alternative.

Another concern deals with subject content. Facts and concepts that were presented in high school twenty years ago can now be found in Division III. In areas such as science, new material should be integrated into existing courses rather than added on to the basic courses.

We believe there has been an improvement in implementing new or revised curricula. Regional workshops with video tapes produced by the Department of Education have been helpful in preparing local jurisdictions for new or altered courses.

The report of the Social Studies Task Force did focus attention on some of the weakness which exist in the present K to 12 curricula. The report expressed a need for increased relevance in Social Studies courses. We feel one of the best methods of addressing this concern would be the production of a current affairs handbook for teachers. The handbook would deal with various ways to develop a strong current affairs program at each divisional level, include practical suggestions, and show examples of effective bulletin board displays. We have concerns regarding the Ancient History course for Grade 9. We believe that for many students their level of learning readiness is not adequate for the Grade 9 course.

The need to keep all children in school raises the possibility of a number of school divisions creating native survival schools along the lines of the Saskatoon example. We are, at present, operating an alternative school cooperatively with the Separate School system in Prince Albert. This existing service could provide the groundwork for the development of a native survival school. We have been very pleased with the success of the Muskoday Reserve children in our school division. Concerned parents and teachers working together can create a climate that encourages success. A great deal of credit must be extended to the people of Muskoday and the leadership on the reserve, both of which have made regular attendance at school a high priority.

We have developed an extensive cascade of special educational services which would be impossible to maintain without the funding we receive from the Department of Education. The Department is to be congratulated for its financial assistance in an area where the public demand for service continues to grow.

The Community School Project is another development which could not continue without special funding from the Department of Education. School Division #3 has been pleased with the results of the Queen Mary Community School Programme and we hope it can be expanded to include other schools within our jurisdiction.

The question of funding for education is another topic of concern. We believe that any alteration in the present formula must not place restrictions on curriculum and instruction to the point that local initiative is curtailed and the autonomy of local school boards must be protected. The ability of local boards to maintain programmes they now offer must be safeguarded. If School Division #3 had to fit into an averaging formula for the entire province that would see us maintaining programmes on an equal level with all other schools in the province, it would be a catastrophe. Our Special Education, Art, Music, and Physical Education programmes would be greatly reduced and in the case of the school library programme - probably non-existent.

The only certain thing about the future is that we cannot prevent its arrival.

There are some social commentators that believe the computer will have the same effect on the society of the future as the invention of the printing press has had on the past. Long term planning by the Department of Education is a necessity. The Saskatchewan School Trustees Association in their planning guide entitled Management in the 1980's devotes part of a chapter to an explanation of how to use scenarios in long term (5 - 10 years) planning. The development of scenarios in future planning will become a more accepted practice.

The internationally-known anthropologist, Margaret Mead, reflecting on the growing expectations for education, stated: "We are now at the point where we must educate people in what nobody knew yesterday and prepare in our schools for what no one knows yet, but what some people must know tomorrow."

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RECOMMENDATIONS

1. The schools address the educational needs of the children. Many children bring problems with them to school which affects their ability to learn. There is need for better communication and co-ordination of services for children among the school divisions, Department of Health and Department of Social Services.
2. Since we are uncertain about the future we should begin to place more importance on preparing children to be successful adults. Life skills classes, counselling, and a greater stress on independent thinking will hopefully contribute to producing happy, well adjusted adults.
3. If the curriculum review leads to changes in courses and methodology, we believe these changes should be implemented without making the hundreds of thousands of dollars invested in textbooks and library resources obsolete.
4. We recommend that program funding in the areas of Special Education and school libraries begin at the earliest possible date.
5. Adjustments must be made in teacher training to prepare them to implement the changes that are brought about by the curriculum and instruction review. Teachers must be trained to emphasize independent thinking, life skills, and promote self-concept in their teaching of children.
6. We recommend that the Department of Education create a report to all school divisions that more clearly defines what we mean by education and what society can expect from our educational system. Provincial objectives and long term goals should be clarified. Basic provincial skill lists in Mathematics and Language Arts should be developed.
7. The Department of Education should begin the evaluation of computer software and produce an authorized list as they have done in the area of textbooks.
8. We believe the Department of Education in conjunction with other provinces should place more pressure on publishing companies to produce material

that will meet curriculum needs and will not be replaced by new editions that will not be compatible with the older editions, within a short period of time.

9. The Board of Education of School Division #3 has strongly supported the concept of Adult Education. We started the first community college in Saskatchewan and continue to recognize as a priority the need for more adult education and technical training in the Prince Albert District.

10. A policy regarding educational technology which would include computers, the SASK TEL fiber optic system, satellites, cable television, and educational FM and television service should be developed by the Department of Education.

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Our school division recently had a two-day conference entitled LEADING IN THE 80's in which consultants, standing committees, and senior administration reported to principals, board members, and members of the Parents' Advisory Committee.

This conference was of major importance for our school system. It provided time for indepth reporting and discussion regarding most of the program areas in our school division.

The Board of Education feels that this type of local conference is very beneficial in clarifying priorities, providing time for discussion of concerns and supplying Board members and the Parents' Advisory Committee with updated program information.

Some of the questions raised at our conference are summarized below:

SPECIAL EDUCATION

There has been an improvement in communications among the various agencies within the city.

- The gifted child is gifted 24 hours a day. The teacher must pose a higher level of question which demands a high level of thinking.

  Teaching gifted children does not imply teaching them the same way as other students all week and then taking them on a tour or giving them an extra assigment on Friday afternoon.
- The possibility of introducing peer counselling at Riverside is being considered.
- Some problems that children bring to school should be handled by the Department of Health and Social Services.
- A number of children have emotional problems.

LANGUAGE SPEECH & HEARING

There are six high cost hearing impaired children in the system. There are numerous children with mild to moderate fluctuating hearing losses. Twenty-one of the twenty-seven students at the Kinsmen School are non verbal and the AMER-INDIAN GESTURAL CODE has been implemented.

LANGUAGE ARTS STANDING COMMITTEE

A skills chart for teachers detailing what the students should learn in each grade has been completed. The committee is in the process of streamlining our reading programs for the system. A more uniform system of evaluating basic skills in the Language Arts needs to be developed system-wide.

Language Arts Standing Committee - continued

Regarding integration of programmes, it was felt there should be some follow-up from Division III to Division IV.

Teachers should be encouraged to get feedback from parents concerning the different aspects of the Language Arts program through such means as parent-teacher interviews.

MATHEMATICS STANDING COMMITTEE

The committee report outlined the process involved in implementing the revised provincial curriculum and the purchase of a new textbook series.

There was some discussion of finger math and the metric system.

The decision of using calculators in the classroom was left up to the individual teacher.

COMPUTER STANDING COMMITTEE

The Division III Computer Literacy Course was outlined and the work of the committee was mentioned. The committee has been very active presenting workshops to school staffs. The attention of the committee is now being concentrated on Division I & II.

It was noted that more girls are becoming interested in computers.

There were many additional questions regarding the Computer Literacy Course and computers in general including their moral and ethical use as well as possible future developments that will affect our society.

PHYSICAL EDUCATION

An indepth discussion of the Physical Education Programme was followed by questions. It was noted that considerable use was made of knowledgeable people in the community in the area of outdoor education. The swimming programme for Grade 4 pupils has been quite successful.

FINE ARTS

The development and expansion of the Fine Arts Programme and physical facilities was outlined. It was stated that the Music and Band has reached a high plateau and now that it is established, it is not that expensive to run, provided there is not pressure for greater diversification.

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GLOBAL EDUCATION:
IMPERATIVE OF THE 80's

submitted by:

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March 1983

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ABSTRACT

The interconnectiveness of world concerns; international trade, rising expectations of developing countries, global effects of pollution and the all encompassing threat of nuclear war calls for an effort to "internationalize" the curriculum. This brief proposes several strategies for integrating a global perspective into existing Division I - IV classes. It also suggests means by which the non-governmental organization community and professional educators may co-operate to bring about a greater awareness of international affairs in our schools.

INTRODUCTION

Most educators hope that a child's years in school will prepare him or her for an aware, well adjusted and socially responsible adult life. This preparation is particularly crucial now when so many aspects of our lives are tied to forces that are beyond the reach of our community, region and country.

Saskatchewan farmers depend on a fluctuating world market to determine the price of their grain, potash sales are geared to the overall global utilization of crop fertilizers and Canada's new venture into high technology relies in part on our policy priorities with the emerging countries of the Third World where the new markets lie. We are also bound up in a climatic and biological web that connects us to the monsoon cycles of North Africa and rain forests of Brazil. Environmental damage can no longer be considered local.

People in the industrialized countries are particularly linked with the Third World through the flow of international capital, raw materials and, increasingly, labour as jobs flow out of established sectors in North America and Europe and into the new economic free zones of developing countries. We can not ignore the aspirations of two-thirds of the world's people. Their needs for food, clean water, adequate housing, jobs and their share of social justice will have an impact on our lives.

We and our children are citizens of a world that is growing more complex and volatile with each passing year. These are difficult and dangerous times but new opportunities for co-operation and understanding exist and should be seized and supported. The schools, for better or worse, are in the midst of the struggle to comprehend the biological, social and political life of our planet. The purpose of this brief is to urge the Saskatchewan Department of Education to include in elementary and secondary

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curricula a broad and open perspective on international problems; and in particular those related to the connections between the developing and developed worlds.

1. BACKGROUND

1.1 Global Education

Global education, if it is to be worthwhile and effective, must not be a passive, highly abstract look at the distant concerns of those less fortunate than ourselves. In the words of a six nation study of the FAO and UNESCO:

> (It) requires a close connection between the acquisition of knowledge (content) and attitude formation (pedagogy) which should develop a new political and social awareness leading to concrete action and commitment... In addition the national studies agree that it should sensitize children to problems which relate directly to them and concern their immediate environment in order to then expand this sensitivity and this awareness to more far-reaching problems. Thus the link between problems of developing countries and those concerning the child in his own society can be made, a link essential both pedagogically and politically.[1]

Although all six participating countries[2] in the FAO/UNESCO study aspired to this kind of global education, few have come close to implementing it. Fostering critical analysis and commitment presupposes a school system that is "open to life and the problems of the contemporary world;"[3] an environment that is rare at best. Although several European education ministries allow or encourage experimentation in developing internationalized curricula, few have made the inclusion of global education mandatory.

1.2 Textbooks

A major concern is the often distorted and misleading portrayal of developing nations and their people in most American, European and Canadian textbooks.[4] A recent survey of American geography, history and social studies texts on Central America[5] revealed that most books merely reflected United States policy toward that region at the time of publication. Essential historical, cultural and economic information was omitted or dismissed out of hand. Many of the books also contained ethnic and racial descriptions that bordered on racism.[6] Here is an example from an American social studies text:

> It is difficult to develop (a) stable and democratic government (in Guatemala) because so many of the nation's Indians are illiterate and superstitious.[7]

None of the books surveyed addressed the structural reasons for chronic poverty, malnutrition and illiteracy.

European texts also suffer from tunnel-vision--referring to the developing world only as it relates to the interests of the industrialized countries.[8] With one notable exception, Sweden, countries that participated in the FAO/UNESCO study relied on outdated and distorted texts. It is clear that, for the present, effective global education must rely on materials not readily available in a standardized form. Teachers and materials must range freely from current magazines specializing in Third World affairs and publications from the United Nations to information generated by Canadian churches, non-governmental organizations (NGO's) aid agencies and advocacy groups if an accurate picture of development is to emerge.

1.3 The Media

The realities of Third World people and their problems fare little better in the electronic media than they do in the textbooks. A four nation report on television images of foreigners[9] indicated that children who lack firsthand contact with ethnic groups gain most of their information on the world through a mixed selection of multi-channel programming. Documentaries, news broadcasts, commercials, police shows and situation comedies blend to form a homogeneous mass of muddled perceptions. Few adolescents could distinguish between an appeal to give to CARE and an excerpt from the news. An added concern is that children rate the reliability of television programming very high regardless of the source.[10]

> In a sense the school week is like the television week, a blurred image in which singular experiences are difficult to recall. Certainly research evidence shows that the facts are soon forgotten, but the impressions (and misconceptions) linger on.[11]

Print media outside the school were also considered misleading. Only a few of the Canadian children cited it as a source of information that they use and many of that group questioned its validity.[12]

Through the Kent Commission hearings, Canadians raised questions about the relationship between economic control of the media and its content. By the same token, may Third World governments have protested the content of coverage of the Third World by western-owned global news agencies.[13] Also, well documented instances of bias in major, large circulation publications such as the Reader's Digest and Time[14] are further indications that attempts at understanding the world view of other people and nations through the media may be lost in a sea of misinformation.[15]

2. HOW TO BEGIN THE PROCESS

As the "Issues for Schooling" Review states more and more demands are being made on the school system to provide a wide variety of special services to students. Vocational training, academic programs and personal growth issues all vie for their share of the school day. Teachers who must allocate time and energy to meet varying concerns of the school boards, parents and the larger community often find themselves overwhelmed.

The request to include global education in the school curriculum should not be interpreted as a call for another new course. A heightened awareness of global interdependence can be

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brought to many core subjects at all levels of instruction. An integrated approach is desirable not only because it consolidates the teaching load; it also underscores the fact that global education is not an isolated exotic branch of social studies but is bound up in every aspect of learning.

Mathematics lessons can focus on world food distribution or the utilization of arable land in comparable countries. Home economics students can study food groups established by local cultures in developing countries and explore how colonization changed them. Music and art courses can introduce songs, poems and drawings that express the aspirations of people in the developing world to show not only how they view themselves but how they view us.

Introducing global education will, however, require a good deal of thought and effort. Fortunately, many non-government organizations and educators have begun to grapple with the problems of global education. Solutions are being developed.

There is a great deal of readily available material about the forces, past and present, that govern relations between the North and the South. What further information is needed can be gathered from programs already in existence and fitted into the Saskatchewan context. For example, in Ontario, a group of teachers and development educators publish a newsletter that includes lesson plans for a wide variety of subjects. Other teaching aids have been developed and distributed in Canada by the Red Cross, Cansave, Unicef, Inter Pares and the Mennonite Central Committee.

In Saskatchewan, the Saskatchewan Council for International Co-operation's development education services have a large selection of films, slideshows and reprints that are available at minimal cost. The public libraries, universities and the National Film Board also carry resources useful to educators wishing to include development issues. Several other development agencies and educational institutions have designed global education packages in the United States and Europe that are equally useful to Canadian teachers. The problem in introducing international awareness need not lie in lack of material. (See Appendix)

2.1 Support Systems

Although much of the necessary material for global education can be found through existing channels, a set of Cansave lesson plans is not enough to incorporate development issues painlessly into the classroom. Since we were raised and schooled in a society that emphasized the perceptions, achievements and superiority of the Western European/North American way of life, it takes some mental flexibility on the part of any of us to try to see an issue like world trade or the law of the sea from the viewpoint of a developing country.

There is as well an understandable reluctance to stir up contradictions between our perceptions of the world and the realities that exist withn the relationships between the Third and First worlds. Western interests have not always been benevolent to other peoples and to begin to uncover the roots of underdevelopment inevitably invites controversy.

We owe it to our children, however, to remain firm in the face of facts that may be less than flattering to our governments, allies or aid institutions. When film crews and journalists bring the calamities of the arms race, apartheid and civil war in Central America into our living rooms, it is too late to pretend that these events have no bearing on our lives. The classroom should be a safe and open place to explore contemporary problems. Discussions should take place without fear of repercussions at the exposure of the biases that can blind us.

It is not only desirable to take on difficult issues in the schools, it may well be absolutely necessary for the psychological maturation and well-being of our children. Psychologists are turning their attention to the prevailing anxieties of young children and adolescents around world events, particularly the escalation of the arms race.[16, 17, 18] They tend to agree that children, more than ever, need strong role models--competent adults who can admit their own fears while working to comprehend and change volatile national and international policies that threaten the well-being of the whole global community. The schools can ill afford to back off from that debate.

2.2 First Steps

It would be negligent to encourage the implementation of global education in the schools without stressing the human supports needed for its acceptance. The first step must come from the Department of Education and the School Boards. Education officials must recognize the need for international awareness at all grade levels and strive to incorporate it into the curriculum. This is particularly important for Division I - III when children are in an age group that is most open to learning about other peoples and cultures.[19] The Manitoba Department of Education has already encouraged a new focus on global issues in its *K-12 Social Studies Interim Guide*.[20]

Another step, although one that would not be immediately felt, would be to introduce specialty courses in development education in universities that graduate new teachers. It would be of more immediate value, however, to provide in-service workshops, insitute days or other special training sessions to familiarize practicing teachers with the content resources and objectives of global education.

Since Saskatchewan already has a well connected network of aid and development education agencies, teachers should be encouraged to use these material and human resources to introduce world issues in their course work. Recently returned volunteers from overseas postings with CUSO, the Co-operative Development Foundation and Crossroads International could serve as speakers for particular topic areas. Many of the larger cities as well as the smaller centres have special interest groups or committees whose members could speak very intelligently on Latin America, human rights, disarmament and global environmental concerns. (See Appendix) Involving local resource people also demonstrates how development issues can be addressed in adult life, giving the students a sense of the possibility for individual commitment and action in a pluralistic and democratic society.

Community resource people are also available to teachers who, out of personal interest, wish to pursue the aims of global education further or want to share their attempts at internationalizing the curriculum with a regular support group. One such group, The World in the Classroom West Man,[21] is meeting every month in Brandon to discuss the possibilities for global education in rural western Manitoba. Committee members include a representative from the Manitoba Council for International Co-operation, a staff member from the Marquis Project (the Brandon Development Education Center) and several elementary and secondary teachers from the Brandon area.

3. RECOMMENDATIONS

1. First and most importantly, that the Saskatchewan Department of Education formally recognize the need for global education in elementary and secondary school curricula.
2. Recognition in principle should be put into practice by setting up a provincial Global Education Curriculum Committee made up of representatives from the Department of Education, the Saskatchewan Teachers' Federation, The Sask. School Trustees Assoc. and NGO volunteers who could review current material and set up the means by which it could be made widely available. This committee could focus on the long term goal of designing an integrated standardized curriculum that could be slowly phased in at the lower division levels within the next few years.
3. The Department should support the formation of small regional committees (similar to the World in the Classroom West Man group) to allow teachers in rural areas and local resource people to discuss on a regular basis the aims and means of implementing global education. A modest amount of seed money from the Department of Education could be matched through the S.C.I.C. small projects program to cover travel costs, rental fees for audio/visuals and printing costs which would be incurred by these committees. One of the objectives of global education is to make international awareness an integral part of many subject areas. Active support for teachers' groups is the most viable approach to take. It avoids the "Third Worldism" that tends to arise if the subject is overly compartmentalized or given sporadic, short-term attention, such as Third World Days or current events summaries after the news media have high-lighted a "trouble spot." FAO/UNESCO's study of development education in six European countries puts the one-shot approach among the worst of ways to promote global understanding.[22]

4. We also recommend support for planning and implementing in-service workshops and other training possibilities for familiarizing teachers with the tools available for teaching global education.
5. Minimally we encourage the Department of Education and the school boards to order and circulate materials directly to the teachers or through school libraries that would aid the growth of international awareness and critical thinking on global issues.

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CONCLUSION

We would like to thank the Curriculum Review Committee for this opportunity to share our concerns and we hope that the dialogue will continue.

The Saskatchewan Council for International Co-operation and its member agencies would be pleased to consult and assist educators to the full extent that our experience, knowledge and resources relating to the processes of development and underdevelopment make possible.

Thank you.

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End Notes

1. In-school Development Education in the Industrialized Countries: report on a comparative study carried out in France, the Federal Republic of Germany, Hungary, Sweden, Switzerland and the United Kingdom. UNESCO, Paris, FAO Rome 1974 pg. 60
2. FAO/UNESCO Report pg. 60-61
3. FAO/UNESCO Report pg. 9
4. Images of Foreigners: The Canadian Report, Ralph Garry and Rosemary Williams in Young TV Viewers and their Images of Foreigners, Ernst Emrich (ed.), PRIX JEUNESSE INTERNATIONAL. Munchen, West Germany 1982 pg. 20-26
5. Textbooks Found to Distort Central America, Gene Maeroff The New York Times, April 5, 1982 pg. A9
6. Central America: What US Educators Need to Know, Interracial Book for Children Bulletin, Victoria Ortiz (ed.) 1982 vol. 13 (nos. 2-3) pg. 37
7. ibid pg. 4
8. FAO/UNESCO Report pg. 21-27
9. Images of Foreigners: the Canadian Report, Ralph Garry and Rosemary Williams in Young TV Viewers and their Images of Foreigners, Ernst Emrich (ed.) PRIX JEUNESSE INTERNATIONAL. Munchen, West Germany 1982 pg. 20-24
10. ibid pg. 27
11. ibid pg. 27
12. ibid pg. 24
13. "Africa's War With Words," South No. 7, April/May 1981 pg. 33-40
14. The Reader's Digest and Time Magazine, although American publications are among the highest circulation periodicals in the world; 29.0 million and 5.3 million respectively (UNESCO figures 1976) from Between the Lines, Eleanor MacLean Black Rose Books, Montreal, Quebec 1981 pg. 137
15. ibid pg. 66-73
16. The Broken Connection, Robert J. Lifton Harper and Row, New York 1979
17. "Effects of the Nuclear War Threat on Children and Teenagers: Implications for Professionals," Milton Schwehel American Journal of Orthopsychiatry vol. 52 (4) October 1982 pg. 608-618
18. "Growing Up With the Threat of Nuclear War: Some Indirect Effects on Personality Development: Sibylle K. Escalona American Journal of Orthopsychiatry vol. 52 (4) October 1981 pg. 600-607

19. 'East of Gibraltar, West of Japan: Questions and Answers About Global Education. H. Thomas Collins Principal Nov. 1981 pg. 18

20. Social Studies K-12 Interim Guide, Province of Manitoba, Department of Education 1981

21. Background information on this group can be obtained by contacting Margo Carlton
    A.I.D.E.
    418 Wardlaw Avenue
    Winnipeg, Manitoba
    R3L 0L7 204-453-6231

22. FAO/UNESCO Report pg. 20

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APPENDIX I

saskatchewan
council
for
international
cooperation

There is no part of our daily life
in Saskatchewan that does not touch —
is not influenced by — the outside world.
International co-operation is how we
can live in this global context
with integrity.

— S.C.I.C. BRIEF TO CABINET,
JUNE, 1979

2138 McIntyre Street
Regina, Saskatchewan
S4P 2R7
Telephone (306) 527-4669

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SASKATCHEWAN COUNCIL FOR INTERNATIONAL CO-OPERATION

The Saskatchewan Council for International Co-operation (S.C.I.C.) is an association of the Saskatchewan constituents of twenty-eight agencies involved in international development. The Council's activities include administration of the Saskatchewan Matching Grants Program, support for world development education in Saskatchewan, and sharing with government leaders our concerns about links between Saskatchewan/Canada and the Third World.

In financial terms the Council's largest program is the administration of the Saskatchewan Government Program of Matching Grants for Third World development. The Saskatchewan government's contribution has risen from $140,000 in 1974 to $2.1 million in 1981. The total Saskatchewan contribution is, in turn, matched by the Canadian International Development Agency (CIDA). Over the years these funds have been disbursed to hundreds of development projects in over sixty countries.

To support world development education in Saskatchewan, the Council supports an infrastructure of people and material resources as well as specific education projects of Council members and community groups. The primary aim of this program is to provide a world development education service that is accessible to all communities of the province.

Our program of sharing with governments our concerns about links between Saskatchewan/Canada and the Third World is highlighted annually in the presentation of a brief to the Saskatchewan Government. This event is supplemented with meetings with departmental staff on emergent topics of concern. The object of this program is to share the knowledge and experience of the Council with the Government and, through dialogue, suggest programs the Government might undertake to promote more just relations between the people of Saskatchewan and the people of the Third World.

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Members as of 1983

Canadian Catholic Organization for Development and Peace
Canadian Crossroads International
Canadian Friends Service Committee
Canadian Hunger Foundation
Canadian Lutheran World Relief and Development
Canadian Save the Children Fund
CUSO
Co-operative Development Foundation
Disciples of Christ Church
Foster Parents Plan
Leprosy Mission of Canada
Mennonite Central Committee, Saskatchewan
Organization for Rehabilitation Through Training
Oxfam — Canada
Presbyterian World Service and Development
Primate's World Relief and Development Fund
Sask "Y" International Development Committee
Unitarian Service Committee
United Church of Canada
World Literacy of Canada
World University Service of Canada
World Vision of Canada
Young Women's Christian Association

Associate Members:
Food for the Hungry
Saskatchewan Cross Cultural Centre/ One Sky
South Saskatchewan Committee for World Development
Wycliffe Bible Translators of Canada

SASKATCHEWAN COUNCIL FOR INTERNATIONAL CO-OPERATION

BOARD OF DIRECTORS

1982 - 83

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LACROIX, Veronica	2612 Clarence Ave., SASKATOON, Sask., S7J 1M6	343-6526	343-9313
LOTT, Lorna	144 McCaul Cresc., REGINA, Sask., S4R 3X1	949-2934	565-3212
NEUFELD, Elmer W.	2206 Speers Ave., SASKATOON, Sask., S7K 5X7	653-3115	665-2555
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SPENCER, Malcolm	Box 242 PERDUE, Sask., S0K 3C0	237-9222	
TUDOR, Bryan	Box 40 UNITY, Sask., S0K 4L0	228-3937	
WALKER, Welby	29 Bond Cres., Regina, Sask., S4N 1Y6	527-0403	
YOUNG, Phyllis	238 Candle Cresc., SASKATOON, Sask., S7K 5A4	242-8423	

APPENDIX II

LIST OF TEACHERS' MANUALS & KITS

- School Improvement Through Global Education
    - a) an implementation guide
    - b) a consensus-diversity workshop
    - c) a guide to four essential . . . .

  From: Charles Kettering Foundation
  5335 Far Hills Avenue
  Dayton, Ohio 45429

- Teaching International Development: A Monday Morning Manual

- The Common Heritage:
    1. Background Reading in Selected Global Issues
       (ed.) Moyra Tooke
    2. Case Studies: (filmstrips and cassettes)
        - a) Bangladesh - senior high
        - b) Peru-Bolivia - Grade 8 and up
        - c) Kenya - Tanzania - Grade 8 and up

From: Inter-Pares
209 Pretoria Avenue
Ottawa, Ontario
K1X 1S1

or

Fitzhenry & Whiteside Ltd.
150 Lesmill Road
Don Mills, Ontario
M3B 2T5

Telephone: (613) 563-4801

- The Development Dilemma: Teachers' Resource Manual

  From: Australian Council for Overseas Aid
  P.O. Box 1652
  Canberra, Australia

- Development Education: How To Do It. (April 1980)

  From: CUSO Development Education
  151 Slater Street
  Ottawa, Ontario
  K1P 5H5

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- Detecting Prejudice: A Handbook For You on Discrimination in Visual Materials

  From: Populof Educational Resources
  Williams-Wallace Productions
  229 College Street
  Toronto, Ontario
  M5T 1R4

- Learning for Change in a World Society
  Reflections, Activities and Resources

  From: World Studies Project
  24 Palace Chambers
  Bridge Street
  London SW1A 2JT

- What Can We Do?
  A Food, Land and Development Policy

  From: Institute for Food and Development Policy
  2588 Mission Street
  San Francisco, California 94110

- Global Issues: Activities and Resources for the High School Teacher
  by K. Switzer and P. Mulloy 1979

  From: Center for Teaching International Relations
  University of Denver
  Denver, Col. 80208 $7.95 U.S.

- Priorities for Development: A Teacher's Handbook
  by D. Braun, J. Pearson & S. Sinclair 1981

  From: Development Education Centre
  Selly Oak Colleges
  Bristol Road
  Birmingham B29 6LE

- Food: Where Nutrition, Policies & Culture Meet
  An Activities Guide For Teachers 1976
  by D. Katz & M. Goodwin $4.50 U.S.

  From: Centre for Science in the Public Interest
  1755 S Street, N.W.
  Washington, D.C. 20009

8/12

- Feed, Need, Greed: Food, Resources & Population Teaching Units
  by Food & Nutrition Group 1981 $5.50 U.S.

  From: Science for the People
  897 Main Street
  Cambridge, MA. 02139

- Ideas into Action: Curriculum for a Changing World
  by Simon Fisher

  From: World Studies Project
  One World Trust
  24 Palace Chambers
  Bridge Street
  London SW1A 2JT

Guide to development resources available -

- International Development Teacher Resources and Curriculum Materials
  1977

  From: Canadian Teachers' Federation
  110 Argyle Avenue
  Ottawa, Ontario
  K2P 1B4

- Teaching Interantional Perspectives - A Guide to A-V and Printed Resources
  1979

  From: Cross Cultural Learner Centre
  533 Clarence
  London, Ontario
  N6A 3N1

PERIODICALS

- on development issues in general

1. New Internationalist
175 Carlton Street
Toronto, Ontario
M5A 2K3

Cost: Canada $15.00

2. South
Subscription Department
Walting Street
Bletchley
Milton Keynes MK2 2BW
England

Cost: U.S. $22.00

- on particular concerns

1. ICCHRLA Newsletter
(Interchurch Committee on Human
Rights in Latin America)
201-40 St. Clair Avenue, East
Toronto, Ontario
M4T 1M9

2. Central America Update
LAWG
Box 2207
Station 'P'
Toronto, Ontario
M4S 2T2

3. News from Guatemala
P.O. Box 335
Station 'R'
Toronto, Ontario
M4G 4C3

4. LAWG Letter
(Latin American Working Group)
Box 2207, Station 'P'
Toronto, Ontario
M4S 2T2

5. NACLA Report
(North American Congress on
Latin America)
Box 57
Cathedral Station
New York, N.Y. 10025
U.S.A.

6. TCLSAC Report
(Toronto Committee for the
Liberation of Southern Africa)
427 Bloor Street, West
Toronto, Ontario
M4S 1X7

7. Southern Africa
17 W 17th Street
New York, N.Y. 10011
U.S.A.

Cost: U.S. $18.00 inst./$10.00 indiv.

8. Science for the People
897 Main Street
Cambridge, MA. 02139
U.S.A.

Cost: $13.00 /yr. U.S.

9. ISIS Bulletin
(International Women's Movement
esp. Women and Development Issues)
P.O. Box 301
CH. 1227
Carouge, Geneva
Switzerland

Cost: $15.00 /yr. U.S.

10. Interracial Books for Children
1841 Broadway Avenue
New York, N.Y. 10023
U.S.A.

Cost: $15.00 U.S.

11. Canadian Dimension
44 Princess Street #801
Winnipeg, Manitoba
R3B 1K2

12. Alternatives
Perspectives on Society and
Environment
Trent University
Peterborough, Ontario
K9J 7B8

13. Nicaragua Information Bulletin
Instituto Historico
Apastado A - 194
Manaqua, Nicaragua

Cost: monthly bulletin
(in English) or (Spanish)
$5.00 for 3 months
$20.00 for 12 months

14. Nicaragua Network Newsletter
National Network in Solidarity
1718 - 20th Street, N.W.
Washington, D.C. 20009
U.S.A.

Cost: $8.00 Canada

15. Intercom
Global Perspectives in Education Inc.
218 East-18th Street
New York, N.Y. 10003
U.S.A.

16. Ideas and Action
Freedom From Hunger Campaign
Food and Agriculture Organization
United Nations Office
00100 Rome, Italy

17. UNICEF News
United Nations Childrens' Fund
New York, N.Y. 10017
U.S.A.

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DEVELOPMENT EDUCATION

UNICEF
UNITED NATIONS
CHILDREN'S FUND

CHILDREN IN DARK TIMES

A UNICEF ACTION/DISCUSSION GUIDE FOR SCHOOLS AND YOUTH ON THE STATE OF THE WORLD'S CHILDREN REPORT

Millions of babies are dying easily preventable deaths. Of the 17 million under five who died last year, some five million succumbed to varieties of diarrhoea. Nearly 90% could have been saved by a rehydration treatment which can be prepared even in ill-equipped peasant homes with a few cents worth of salt and water.

UNICEF has entitled its latest "State of the World's Children Report, Children in Dark Times." What the report is really about is the fact that at the moment of bad economic times and unemployment, people are forgetting about the needs of children. They are not likely to wake up suddenly and find extra resources to provide social services, particularly for children in developing nations.

So organizations like UNICEF have the task of finding a way to take the utmost advantage of everything that is available.

One way of doing this is to spend the money on prevention instead of on cure. It is always more expensive to cure a child in a hospital than it is to give her or him a vaccination or clean water.

Vitamin A tablets, costing only a few cents each, could have prevented 500 children a day from going blind.

Contents

Overview 1

Getting Started 3

What Can Children Do? 4

Kids Have Rights Too 6

Children in Dark Times 8

Identifying Needs 9

Possible Resources 10

Do Something! 11

Tomorrow's World

RED
CROSS
YOUTH

8/6

An International Development Education Resource Package for Secondary Students

Dev/Ed News
international development education committee of ontario
Vo.1, No.4 Early Spring 1981

Colombian uses social action approach to teach literacy

Battle against ignorance

Visiting Colombian educator Jaime Diaz came to the IDECO office on January 29 to discuss a literacy program he directs in Latin America for Codecal, an organization based in Bogota which promotes education for justice and peace.

Formerly a professor of education in Colombia and Ecuador, Diaz founded Codecal in 1972 to tackle the problem of illiteracy by dealing directly with adults in their work and community settings.

The program, which uses images and a group dialogue method, aims to make adult learners aware of their capacity for community action while they learn to read and write.

Photo: Oscar De La Barerra

Jamie Diaz [above] hopes Canadians will help

Codecal trains animators and supplies materials for the literacy program. One set of material consists of pictures depicting 14 aspects of community organization which the learners must discuss and answer questions about.

Encouraging illiterates to become active participants in their own communities is at the heart of an approach Diaz terms "social literacy".

At seminars he conducted in several Canadian provinces recently, Diaz expounded on his methodology, which Codecal has introduced in several South American nations and in parts of the U.S.A. He was told by Canadians his approach could be useful for language teaching and community development programs here.

So far, Codecal has worked mainly in the "non-formal" sector outside formal school systems. But a new project under way in Chile and Colombia is looking to replace the civics courses taught in Latin American schools.

Present civics courses, Diaz says, exist "to inform the population how the state is organized in order for the people to be integrated into the existing political system." These courses fail to develop any critical awareness or build social or civic responsibility.

Diaz is hoping some Canadian institutions will collaborate in the work under way to develop alternative civics courses.

Unlike the situation in Canada, Diaz said, South American teachers work under the watchful eye of authoritarian governments. The curriculum, set by the education ministry in each country, tends to be tightly controlled and there is not much leeway for independent teaching.

continued on page 2...

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This World : cities 15
IDEAS for TEACHERS
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International Development Education Committee of Ontario

BASIC INFORMATION

IDECO exists to promote development education in the schools, colleges, universities and communities of Ontario. It serves as an umbrella entity, facilitating interaction in various parts of the province and channeling resources to active regional groups in order to strengthen their capabilities.

IDECO develops projects in the field of international development education, maintains liaison with provincial and national agencies, sponsors regional and provincial conferences, assists with the development of appropriate educational resources, and generally stimulates the flow of information and ideas relevant to cross-cultural understanding and world development education.

IDECO is financed by grants from the Canadian International Development Agency (CIDA) and membership support.

MEMBERSHIP

Institutions represented by IDECO members include the Ontario Institute for Studies in Education, Ontario Ministry of Education, Ontario Teachers' Federation, Queen's University (Kingston), University of Guelph, University of Western Ontario (London), Ontario Advisory Council on Multiculturalism & Citizenship, London Cross Cultural Learner Centre, Ontario Educational Communications Authority, Canadian Red Cross, UNICEF Canada, Ontario Federation of Home & Schools Association, Inter Pares (Ottawa), Ontario Association of Geography and Environmental Educators, Association of Canadian Community Colleges, Canadian Peace Research Institute, York University (Toronto), Third World Resource Centre (Windsor), St. Lawrence College (Kingston), Faculty of Education, University of Toronto and school boards.

Individual membership is $15 per year; Associate membership (non-voting) $10. Institutional membership costs $250 per year in cash or services.

For more information about IDECO structure and current operations, terms of reference, and benefits of membership, write to the office address below.

APPLICATION FOR MEMBERSHIP

Individual ☐ Associate ☐ Institutional ☐

Name: ____________________

Organization(if applicable) ____________________

Address: ____________________

Telephone: (home)__________(work)__________

On completing the form, please mail with your cheque to:

IDECO, c/o Ontario Institute for Studies in Education, 252 Bloor St. W.,
Room S1212, Toronto, Ontario M5S 1V6

Make cheques payable to *"IDECO"*

SCHOOL TWINNING
PRACTICAL GUIDE

CANADA AND THE WORLD

Overseas Book Center
321 Chapel Street
OTTAWA, Ontario
K1N 7Z2

AGENCIES for
INTERNATIONAL
DEVELOPMENT
EDUCATION

Development education is a way of helping people better understand the world they live in. In Manitoba several non-governmental organizations are committed to the promotion of development education in the schools. In January of 1981, representatives of these organizations discussed their objectives and decided to join forces to work with the following mandate:

> "Recognizing that we are all part of a global community our objective is to help young Manitobans develop a critical awareness about development to the end that understanding, caring and action will result."

The new coalition took the name "Agencies for International Development Education." A.I.D.E. is a working group of the Manitoba Council for International Cooperation, the provincial council that encourages and supports international development cooperation within Manitoba. The members of A.I.D.E. are:

**Canadian Catholic Organization for Development and Peace (CCODP)
**CUSO
**IDEA Centre
**Marquis Project
**Mennonite Central Committee
**Red Cross Society
**UNICEF
**United Nations Association of Canada
**YMCA

The first joint venture of A.I.D.E. was the planning of Manitoba's first major teachers' conference on development education. Two hundred and fifty participants attended The World in the Classroom Conference held in Winnipeg on January 15th-16th, 1982. The conference received a great deal of cooperation from the education system. Teachers, principals, school divisions, teachers' organizations, the Department of Education, and the Minister of Education all gave their support and encouragement to the conference.

Since the conference the requests to A.I.D.E. agencies for their services and resources have increased, Future A.I.D.E. plans include a series of seminars to be held throughout the province during the 1982-83 school year, regular articles in the Manitoba Social Science Teachers' Association journal, as well as plans to continue to cooperate with the Manitoba Teachers' Society and the Department of Education whenever possible. These plans are all part of the long term goal of furthering development education programming in Manitoba schools. The agencies of A.I.D.E are committed to this goal and to continuing to work together to make it possible.

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AGENCIES for
INTERNATIONAL
DEVELOPMENT
EDUCATION

For information about Agencies for International Development Education please contact the A.I.D.E. office.

A.I.D.E.
c/o Manitoba Council for International
Cooperation
418 Wardlaw Ave.
Winnipeg, Manitoba
R3L 0L7 tel: 453-6231

A.I.D.E. Co-ordinator: Margo Charlton

For information about the programs of each of the A.I.D.E. agencies please contact the individual agencies.

Canadian Catholic Organization for
Development and Peace (CCODP)
92 Harvard
Winnipeg, Manitoba R3M 0K4

Contact: Margaret Sadler tel: 453-3418

Canadian Red Cross Society
226 Osborne St. N.
Winnipeg, Manitoba R3C 1V4

Contact: Caroline Schur tel: 772-2551

CUSO
418 Wardlaw Ave.
Winnipeg, Manitoba R3L 0L7

Contact: Joyce Rankin tel: 284-8438

Idea Centre
418 Wardlaw Ave.
Winnipeg, Manitoba R3L 0L7

Contact: Harry Berbrayer tel: 475-4159

Marquis Project
220-8th St.
Brandon, Manitoba R7A 3X3

Contact: Zack Gross tel: 727-5675

OVER

Mennonite Central Committee
1483 Pembina Hwy.
Winnipeg, Manitoba R3T 1N7

Contact: Jake Letkemen tel: 475-3550

United Nations Association in Canada (UNA)
1777 Grant Ave.
Winnipeg, Manitoba R3N 0M9

Contact: Gordon MacDonell tel: 489-8303

UNICEF
745 Carter
Winnipeg, Manitoba R3M 2C3

Contact: Marg MacDonell tel: 453-5967

Young Men's Christian Association (YMCA)
301 Vaughan St.
Winnipeg, Manitoba R3B 2N7

Contact: Margaret Law tel: 942-8157

PARTIAL LIST

GLOBAL EDUCATION CONTACTS IN SASKATCHEWAN

Canadian Catholic Organization for Development and Peace
Susan Eaton
Catholic Centre
6 - 1909 - 7th Street East
Saskatoon, Sask. S7H 0Z6

Canadian Save the Children Fund
Regional Office
B - 2835 - 13th Avenue
Regina, Sask. S4T 1N6

CUSO
1602 - 12th Avenue
2nd floor
Regina, Sask. S4P 0L6

CUSO
Box 385, Sub P.O. 6
Saskatoon, Sask.
S7M 0W0

Edgar Epp
Mennonite Central Committee
2206 Speers Avenue
Saskatoon, Sask. S7L 5X7

Saskatchewan Cross-Cultural Centre
One Sky
134 Avenue F South
Saskatoon, Sask. S7M 1S8

Oxfam
Lynn Hainsworth
136 Avenue F South
Saskatoon, Sask. S7M 1S8

Ms. JoAnne Miller
Project Ploughshares
913 University Drive
Saskatoon, Sask. S7N 0J9

Mr. Jack Aldcorn
Red Cross Youth
2571 Broad Street
Regina, Sask. S4P 1Z2

South Saskatchewan Committee for World Development
1602 - 12th Avenue, 2nd floor
Regina, Sask.   S4P 0L6

Ms. Grace Burtonwood
UNICEF Development Education
#2 Cameron Crescent
Regina, Sask.   S4S 2X2

Rev. David Petrie
United Church of Canada
1805 Rae Street
Regina, Sask.   S4T 2E3

Lorna Lott
YWCA
1940 McIntyre Street
Regina, Sask.   S4P 2R1

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A Brief Presented at the Hearing of
The Advisory Committee of
The Saskatchewan Curriculum and Instruction Review
at Shaunavon
on Feb. 16, 1983

Submitted by Mrs. Helen F. Honey, Shaunavon, Sask.

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Mr. Chairman, Members of the Committee, Ladies and Gentlemen: .

The last thing I wanted to do, frankly, is to be here tonite. My family is all grown up and settled with families of their own and it is some years since I resigned my position as Supervisory Assistant in the Shaunavon School Unit. I'm sure you all know what I mean when I say, "Who wants to go to a meeting if you don't have to?"

Even though I am no longer actively connected with the educational system, I have never ceased to be keenly interested in the young people, particularly the little ones who are just beginning their formal education. In addition, over the years, many parents, mostly mothers of course, have voiced their concerns and frustrations for their children and themselves to me, over a situation, or trends, that have crept into our educational system and I'm afraid, are getting worse instead of better.

So - when I read in the paper that there were to be hearings about Curriculum, I felt I owed to my profession, to all those boys and some girls with Reading Problems that I used to work with, to all those little children who will be enterimg school and their parents, to voice my deep misgivings.

We have two concerns in particular:

1. The curriculum, or the way it is being applied, is NOT being geared to the mental and even physical and emotional development of our children and this is particularly damaging at the beginning levels because it is in those years that a child's attitude towards school and learning is established for his whole school life and the effects may stay with him for the rest of his life.

Our children are being asked to attain goals and perform tasks that are beyond their maturity at a given level, not only in the Primary Grades but all the way through school. All children? Yes, even the most mature - not all the time - not in all subjects - but more often than is necessary.

During the year I spent at University in Saskatoon and then when I was teaching Grade 1, and particularly in my capacity as a Supervisory Assistant, I attended many lectures, conferences, and workshops, and read may articles and books on Early Childhood Development and Education. Certain points were stressed over and over and my experiences in the classroom, as well as with my own family, confirmed them in my own mind.

I believe these are the very facts of child development that we are somehow losing sight of when we plan our curricula or at least the materials we will use and when we will use them, in attaining the goals of the curricula.

First: (Anyone who has been involved with Early Childhood Education has heard this many times.) Every person matures at his own rate. We are told each one of us has his own built-in "timer." We parents know this is true in such things as talking, walking, cutting teeth, riding a bike. No two children, even in the same family, learn to do these things, or develop at the same age exactly. We know we can't force-feed a child and tell him to grow an inch by such and such a time. He may put on extra weight with too much food or his growth may be stunted by poor health practises, but he will grow and attain his ultimate height according to his own "timer."

How many boys have worried at age 14 or 15 that they are going to be "runts" because their sisters who are two years younger are as tall or taller than they, then suddenly, seemingly overnight, they sprout up and can look down on their "little" sisters?

This built-in timer applies to all aspects of maturing including our MENTAL development.

I would note here that the "Head Start" program in the States of which Sesame Street is a part, was developed, not for children from average, normal homes, but for the underprivileged children who did not have the environment to help thm develop normally - mentally. Some could not speak English. Head Start simply helps them to mature to their own individual capacity.

You may have noticed that the example I used had the girl maturing physically before the boy - i.e. attaining her height. This brings us to the second accepted fact of child development.

The average boy (exceptions) is about 1½ years later in maturing than the average girl. He catches up at about age 9-10 - around the time he reaches the Elementary Grade Levels. This general rule applies to all aspects of maturity. This may make the feminists happy but it is a disaster for some little boys! Some examples of this that parents have probably noticed:

Boys' finer muscles do not generally become co-ordinated as soon as girls so most often it is little girls who like to sit and color and draw while the boys are, if possible, outside, pushing trucks and tractors around or riding trikes or bikes -- using their larger muscles. They tell us the bones in boys' wrists do not harden as soon as girls so their little hands become tired if they have to do too much printing, coloring etc. too early in Grade 1. Most boys find it harder to sit still any length of time. Girls are generally more verbal at any earlier age.

For the same reasons, boys may not have reached the maturity

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level of "Readiness" for Reading in early Grade 1. This applies more often to Reading than Math. because boys often seem to have a natural ability in Math. Could this slower maturing in boys be the reason why four out of every five children with Reading problems are boys? I have known a number of cases where bright little boys did not learn to read in Grade 1 as well as most of the others and the resulting effects on their feelings of self-esteem, their frustrations at having work pushed at them that they knew they could not do -- I could make quite a list of evils that come out of this -- the effects were a disaster for the child and not just academically!

We seem to have forgotten these facts concerning maturity in these crucial early years when we set levels of achievement that they must attain by Oct. 15 or Jan. 7 or any other given date,

All children, whether they be boys or girls, must have reached a certain level of maturity or "readiness" in all of their learning systems - hearing, seeing, tasting, touching, smelling, movement as well as being able to verbalize and respond. Their brains must be able to process and assimilate all of their experiences. It's a very complicated system but it is also very natural. It's the way we are made. But it is a development and there is a proper order. A child doesn't learn to talk until he has learned to hear and identify what he hears. It requires a lot of processing for a child to read a word but even more to write that word down.

I'm sure we don't want to go into detail on child development but my point is this: Since the ability to read is basic to Academic Success, it is vitally important for every child to be able to Read. I maintain that given time, and encouragement and opportunity to succeed, at all levels of development, particularly in these early years, ALL normal children can learn to read.

I've often thought "Readiness" for the beginner is like getting the Space Shuttle ready for blast off. All systems must be "Go" before that shuttle can take off without danger of failure. Sometimes it is delayed weeks, even months, but that does not mean the trip is any less successful when they do take off.

How does all this relate to this hearing? Is there not some way that those in charge of curriculum can watchdog or ensure that children are not pushed too fast too soon? As far as the Reading Materials, most of them I've seen, are good and can be and are being used with great success at the proper time. Have we decided that now with Kindergartens children are developing faster so we don't need any period in Grade 1 for

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"readiness" development? If we have, then we are denying the principles of child development mentioned above.

I suggest that Kindergarten be Kindergarten! A time for children to be exposed to many different experiences of their learning systems, a time to mature socially and emotionally as they interact with other children and adults in a new setting but NOT a time for formal teaching that would normally have been given in Grade 1. Please let our children grow up in their own time!

Another point is in keeping with the whole concept of Divisions rather than grades -- First Year Teachers should have the whole school year to attain the curriculum goals without formal grading at regular intervals. Her goals should be flexible for individual children. How can you say a child has failed to come up to standard when he hasn't even got going yet? They used to call children "late starters" or "late bloomers" and teachers accepted the fact that some wouldn't get going until after Christmas maybe. We should trust our own educational system! Even though a child doesn't get going until after Christmas, if he hasn't been discouraged by failure, and lost his feeling of "Can Do", he'll make up that time. But if teachers are locked into a system that says by Nov. 15 you must have read this book, be able to spell these words, know all of your sounds and blends, what can she do? I'm sure she is every bit as frustrated as the child. So then we see children in Grade 1 taking home lists of words to learn for a spelling test, words to sound, pages to do in Number Work. Grade 1 or 2 or 3!!!

That brings me to the second concern:

Our children are being loaded down with homework! The teachers say we must give them homework or we'll never finish the book. If that is the case and I'm sure it's true, then our curriculum is making unrealistic demands upon the children.

What right has the school to say our children must attend almost 6 hours of classes plus the time spent going and coming from home, and then - demand another one hour, two hours and more of that child's time after he reaches home? Is it any wonder so many children not only dislike but resent school? As adults we'd resent it too if we spent our regular hours at work and then the boss demanded that we put in that many hours every night and even on weekends.

If we stop to think about it, it's really ironical! In an age when we talk about developing the "whole" child, when to be a scholarship winner you often must be the so-called "all-around" student, we weigh our children down with academics so that they are under constant stress. When are they going to

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find time to do their homework, go to figure-skating or play hockey, take their music lessons, practise their music lessons, or go to Girl Guides or AWANA, let alone develop a spirit of responsibility and co-operation by doing their share of chores around home?

Why does this situation exist in our schools today? I believe it is because we have crammed too much into the curricula. We are tied to textbooks or workbooks which should only be a means to an end. The second reason is that too much material is being included at Grade levels where it is too technical or difficult for children of that maturity to fully understand. If they are good students they'll learn to repeat the material, not from understanding but by rote. The less conscientious students who have given up trying to cope or who have developed evasive behaviour simply don't even try any more.

The remedy: Lower the standards and set our goals at a realistic level where all average students can enjoy success most of the time, at least, and in school hours. Lower the standards! Impossible! Do we not recognize that there is no value in maintaining high standards that are not being met? I am certain if the pressure were taken off, if children could enjoy school at least some of the time, the standards of achievement would in fact rise. How nice it is to be able to do more than is actually required of you!

Our children would benefit far more from school if they learned their basic skills and tools for learning well and fluently, if they were encouraged to have a real interest in the content subjects like science, social studies etc. with less emphasis on the so-called "facts." Consider. If a child passes science every year with a mark of about 60, then 40% of those facts he learned incorrectly. Hopefully he didn't learn them at all because if he learned them incorrectly, he has to "unlearn" them. In nine years that's quite an accumulation of misinformation.

What about our good students if we lower the standards? With the libraries we have now, the wealth of materials that are available, there is every opportunity for giving the good student enrichment, in the lower grades, at least. As it is now, even the good students have to do homework.

Why not give our children a break? Let them enjoy their growing years and maybe even have a few hours every week with "nothing to do"!!

I can see some homework being necessary at the High School Level, and in the case of the child having to be away from school,

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but let's be realistic, keeping in mind what commitments these young people have after school hours, whether it be at home, in part-time work or extra-curricular school activities.

So, Mr. Chairman, when you are looking at this subject of Curriculum, I would respectfully ask that every effort is made:

1. To see that the goals for grade levels, especially in Grades I - III, do not rush these new little beginners ahead of their own normal development patterns.
2. To keep the curriculum goals to a minimum:
   (1) By reducing the amount of material they are expected to cover to achieve those goals so that the work can be completed in school hours, thus eliminating homework being assigned every night in Public School and reducing the amount of homework in High School to realistic amounts.
   (2) By ensuring that the content of the material is at a level of difficulty and technicality that makes it possible for all children of average ability to succeed at each level and so that they have the understanding and the skills, as well as the motivation, to continue to apply themselves, without undue stress, at the next level.
3. Stop the trend that when students can't do tasks at one level, they are asked to start doing them at earlier levels on the false assumption that in this way the students will somehow grasp the concept or develop the skill.
4. To supply suggestions for activities and materials for the very bright, eager children who have the time and inclination to accomplish more during the school year.

Thank you.

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NATONUM

COMMUNITY

COLLEGE

1695 - 17th Street West
Prince Albert, Saskatchewan
S6V 6W2

Telephone 764-6671

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March 11, 1983

Minister's Advisory Committee on
Curriculum and Instruction
2220 College Avenue
Regina, Saskatchewan
S4P 3V7

Dear Sirs:

Natonum Community College is a post-secondary institution serving the needs of adults in Prince Albert and the surrounding area. The College delivers full-time Adult Basic Education programs from the Basic Literacy level to Grade XII; Pre-employment Trades Training programs; University off-campus classes from the Universities of Regina, Saskatoon, and Athabasca; Literacy Volunteers training; the Emma Lake Art Camp; English as a Second Language; and hundreds of general interest short courses.

It is from this background and experience as individuals directly involved in Adult Education, and of course as parents, that the Board of the College offers to your committee a number of comments and recommendations relating specifically to the needs of children and adults alike.

Your "curriculum and instruction" review is welcomed by all of us on the Board. It is our contention that the review is most important and must address some very broad questions about the entire educational system in this province.

Our Board wishes to bring to your attention the "Faure Report" published in November 1972, the report of the International Commission on the Development of Education. It is a report that generated tremendous interest and reaction across Canada. In Saskatchewan the development of Community Colleges portrayed a concept which in many ways was reflected earlier in the "Faure Report".

In particular, we feel a number of recommendations that appear in the report warrant your utmost consideration and should act as a basis for discussion and decision-making throughout your deliberations.

1. Lifelong education should be the keystone of all educational policies in the years ahead, in industrially-developed as well as developing countries.
2. Lifelong education presupposes a complete restructuring of education. Education must cease being confined within school walls. Education should become a true mass movement.

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3. Education should be provided in many ways. What counts is not how a person has been educated, but what real knowledge he or she has gained.
4. Artificial or outdated barriers between different branches and levels of education and between formal and non-formal education should be abolished.
5. Rigid distinctions between different branches of education should be removed. Education, from primary and secondary levels, should have a combined theoretical, technological, practical, and manual character.
6. Education should aim not only to train young people for specific jobs, but also equip them to adapt to a variety of occupations.
7. Responsibility for technical training should not fall exclusively on the school system. It should be shared by schools, business, industry and out-of-school education.
8. Access to different types of education and employment should depend only on a person's knowledge, capacities, and aptitudes.
9. Aids to self-education, including language laboratories, libraries, data banks, and audio-visual equipment, should be integrated into all education systems.
10. Education systems should be conceived and planned in terms of possibilities offered by new educational techniques.
11. All hierarchical differences among teachers in primary schools, technical colleges, secondary schools, and universities should be abolished.

"Faure Report"
November 1972

The report points to the concept of a "learning society" and the idea that educational institutions would be but one aspect of the learning community. Such a concept dictates a learning community where educational sectors co-exist in harmony - one supplementing the other. The recommendations cited above from the Faure Report are the basic premises we as a Board feel your committee must consider. There is a need to cease isolating segments of the education system in this province and extend education in this province to one that encompasses and reflects the concept of life-long learning and the "learning society". In the Worth Report of 1972, Dr. Worth points out that:

> "Education must always plan ahead, and look ahead, and educate ahead. Our school system must support the concept that education is a cradle-to-grave process."

It is our hope that your committee will indeed look to the K-12 review as part and parcel of a learning society and any reshaping of the K-12 system would be done in light of the provincial educational community - not separate from it.

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In summary, and in addition to those gleaned from the Faure report, we submit to you the following specific recommendations:

1. The committee place strong emphasis throughout their discussions on life-long learning.

2. The various departments of government coordinate and cooperate in all aspects of their operation and planning. No educational sector should be permitted to change or alter their direction, without thorough consultation with all aspects of the province's educational community.

3. The committee articulate the aims and objectives of the primary and secondary school system and reflect these in their recommendations.

4. The committee recommend to the Minister the need for coordination and cooperation among educational departments, institutions and professional organizations for staff training and the establishment of qualification standards.

5. The committee recommend to the Minister a commitment be made to ensure that adequate counselling and professional support is available to children and adults participating or wishing to participate in the educational system.

6. The accreditation at the secondary and post-secondary levels be coordinated in such a way as to ensure continuity, consistency, and relativity in its application as children and adults move through the system from kindergarten to post-secondary training.

7. That school/educational facilities be financed, established, and operated in such a manner that the facility is accessible to all citizens.

8. The basic skills of reading, writing, and arithmetic be given top priority throughout the formal educational society.

As a Board, we feel the recommendation and comments cited in this letter point out our concern and feelings regarding the present education system. The 70's and 80's are indicative of this rapidly changing society and it is imperative that the educational community re-evaluate its goals and direction to ensure that educational institutions and the learning community are in tune with the 80's and 90's. A first step would be to bring the educational community and system together.

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We would appreciate it if you would forward us a copy of the results of the curriculum review, prior to it being finalised.

Sincerely,

Marge Nainaar

Marge Nainaar, Chairperson
Natonum Community College Board

MN/et

PS We would appreciate a response to this letter.

M. Nainaar

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SASKATCHEWAN INSTITUTE OF AGROLOGISTS
agricultural institute of Canada

1260 8th Avenue
Regina, Saskatchewan, S4P 3V7
March 21, 1983

104

Dr. Terry McKague
Project Co-ordinator
Curriculum and Instructional Review
Department of Education
2220 College Avenue
REGINA, Saskatchewan
S4P 3V7

Dear Dr. McKague:

The Saskatchewan Institute of Agrology (SIA) requests the Department of Education to include an appreciation of agriculture as part of a compulsory subject in all Saskatchewan high schools.

Agriculture is the major industry in Saskatchewan. It is imperative that students receive an appreciation of agriculture, food and farming prior to their branching out into their various careers. Their future decision making can then be influenced by their knowledge and appreciation of agriculture.

Possibly this subject matter could be included in Social Studies or some other compulsory course.

Saskatchewan professional agrologists are members of SIA. SIA is governed by the Agrologist Act, By-laws and Regulations.

The Saskatchewan Agricultural Youth Institute (SAYI) is sponsored by SIA and interested agricultural industries. Annually it provides an appreciation of agriculture, food and farming for 65 top students who intend to be leaders in many varied careers. During the past six years, about 400 students have been provided with this agriculture appreciation course. We think that all high school students should be given this information in the regular school system.

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We would like to work with the Department of Education on course materials for the benefit of the Saskatchewan high school students.

Yours sincerely,

Ted

Wayne

G.E. (Ted) Padbury, P.Eng.
565-6591

Wayne Hanna
565-4003

SIA Education Committee

GEP/jm
Encl. SAYI Enclosures

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INTERNATIONAL READING ASSOCIATION
COORDINATOR

December 16, 1982

Dr. T. R. McKague
Project Coordinator
Curriculum and Instruction Review
Saskatchewan Education
2220 College Avenue
Regina, Saskatchewan S4P 3V7

Dear Dr. McKague:

On behalf of the Saskatchewan Reading Council, I would like to submit this proposal regarding reading in our province. Committee members who assisted were:

1. Mr. Colum Price, Program Coordinator, Mount Royal Collegiate, Saskatoon
2. Dr. Howard Klein, Professor of Reading, University of Saskatchewan, Saskatoon
3. Mr. Kenneth Holliday, Consultant, North Battleford Public Board of Education, North Battleford
4. Mrs. Laura Chernoff, Coordinator Special Services, Saskatoon Catholic Board of Education, Saskatoon
5. Miss Shirley MacAulay, Language Arts Consultant, Saskatoon Public Board of Education, Saskatoon

Several points will be made, with comments pertaining to each included.

1. The Importance of Reading in the Future

   Print is the crucial medium by which communication is transferred. In the future, more information will be generated, then transmitted by screen or page or electronic means until mental telepathy takes over. Reading, therefore, will need to be vigorously emphasized in future curriculum planning. Any further erosion of time for the language arts in general must not be tolerated.

2 . . .

2. Reading Instruction for All Grade Levels, Subject Areas

We recognize that word recognition and comprehension skills will continue to be taught in the elementary grades. Comprehension instruction should start with where the child is; the teacher should help then where necessary. Each teacher has to deal with the aspect of comprehension in his/her subject area. The process of reading and writing comprehension should be considered as one unit; the skills of each are mutually reinforcing.

Critical thinking should be promoted in society. The critical thinker is one who uses evidence to help provide a knowledge base for formulating opinions and judgments. We need critical readers who can interpret, evaluate and react to reading material and mass media information.

Reading should be a part of any teacher's background. Each person in his/her subject area is responsible for teaching the reading of that discipline. Each person should be able to read in that discipline and show others how to read in that discipline. A person should be able to "read" Shakespeare, chemistry, biology; the "how" in each area is important. In the various subject areas, different types of reading bring in different competencies; each subject area has its own vocabulary, writing style, concepts, questioning strategies and rate to be read. Newspaper reading skills should also be taught in the various subject areas.

3. The Role of Curriculum Guides, Published Reading Series in Reading Instruction

Curriculum guides should reflect the current research and thinking about the language arts generally, such as the psycholinguistic approach to reading. A teaching curriculum should be an overlay, not a prescription for teaching. Reading should not be considered as a list of summative skills.

Teachers should be able to scrutinize a published reading series carefully, to see if it fits the needs of the students being taught. If supplementary material is needed, the teacher should know when and what to add. Relevance is necessary; the teacher should compare new works to the old.

Teachers should encourage wide reading; a "nibbling" of texts can form a basis, while other materials which fit are brought in to the program. Teachers must be aware that reading does not consist of a lock-step process of reading from page one to the last page of a reader or textbook. Children should be led to books for recreational reading, by determining their interests and providing them with the appropriate books in school libraries. Teachers may want to initiate book clubs to further encourage readership.

3 . . .

4. Recommendations for Revisions to Existing Language Arts and English Courses of Study

More time should be provided in the school day for children to read. Too often class time is taken up with questions and discussions about a short selection, when the children would benefit from actually reading other stories or poetry, or acting in plays. The teacher has to be a model, a person who is seen as a reader.

More integration of the language arts should take place. Reading, writing, speaking and listening skills should be incorporated into the daily lessons, for each complements the others.

Children should be encouraged to ask questions, but at different levels of difficulty. Even young children have been taught to ask questions of applications and evaluation. Children should learn how to think about a story or poem they have read.

5. Issues in Remedial and Developmental Reading

In a developmental reading program, you are not going to be always successful, therefore, special help will have to be given to those who need it and can benefit from it. Small group instruction with a highly trained individual or team should be employed for at least part of the day. An effective remedial program is co-ordinated with the ongoing developmental reading program; it cannot be operated independently. The remedial reading teacher must be able to "sell" himself/herself to the other teachers in the school as to the importance of remediation. Remedial reading should be designed for getting the students to read at their maximum potential. This could reduce the stigma attached to these youngsters.

Some children in Saskatchewan are coming into our elementary classrooms with no reading skills. More of an ungraded approach may be needed, whereas reading programs are graded. More individualized, paced programs are needed. Teachers need to be taught to handle the wider range of children's abilities - slow to gifted. The government grant structure may need changes to account for the manpower and materials needed to bring these children on task, particularly in rural areas. More reading consultants should be hired for the rural regions as well.

Special education teachers need a strong background in reading and language arts. Prospective teachers are feeling "locked in;" they can't get a diversity of classes at the University. Teachers should have some reading classes, some special education classes. At present, some special education students do not get more than a half class in reading (if they are majoring in special education). These students do not get enough developmental reading. They need to know more about basal readers and materials.

4 . . .

Special education students are learning about the assessment of the language arts - spelling, reading and writing, without enough background information about this area. More fundamentals are needed in their training. Perhaps the field of special education should not try to be all things to all people.

Reading educators do not regard children or adults who have reading problems as needing programs in special education, unless, of course, it can be demonstrated that these individuals deviate from the normal. When the two groups deal with problem readers, they come at the problem from two directions, and this might not be beneficial for the individual; or, if they don't come from two directions, why are there two distinct groups of experts? Why are two groups competing?

In the past, our high schools have assumed that students have learned how to read. In the future, we should concentrate on broadening reading skills and the quality of comprehension. We should also concentrate on promoting student interest in reading, and more leisure reading. "Survival reading", reading skills for the job market, should be considered, such as trade manuals. Competencies for different tasks should be taught.

Reading for the future should be included in our school programs. It is incumbent upon today's members of society to foresee the future and plan for the future. At present, we are interested in history, but a "sense of the future" is also necessary. Students should be exposed to science fiction and philosophy. Predictor skills will become needed. Perhaps the timetabling of our school calendar should be restructured, with less emphasis on literature and more on survival skills. Our society is changing rapidly; our children must be prepared.

We should also consider what reading programs are being prepared for new Canadians. Few English as a Second Language materials have been produced, and what has been written is: (a) not varied enough in terms of reading levels and (b) not known to all the teachers involved. ESL materials are well-written generally, and have a controlled vocabulary; some teachers use them in modified programs for low achievers due to a lack of materials for these students. Our native children should be provided with more appropriate materials for their culture too; some are available, but again they are not well known among teachers.

Further points to consider are as follows: Computers are here to stay, so computer literacy should be included in the reading program. Television can be useful for critical reading skills, such as analyzing plots and characterizations for stereotyping. We have the various media; let's accept them as allies, rather than as enemies. More problem-solving should be incorporated into our reading curriculums as well; we should train students to break down problems into smaller parts, analyze the information and generate solutions.

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5. . . .

6. Literacy Standards

Are literacy standards on the decline in North America? We think not, in fact, we think there has been an improvement. Students recently administered reading tests which were first given decades ago actually did better than their earlier counterparts. We have to remember that more students are now retained in our schools; students who would have dropped out are now staying until grade twelve. Our Society is getting better educated; witness the large number of students who now attend university and technical schools. Too, for reading tests that are administered, do their test scores accurately reflect true literacy? Do reading tests measure only the products of reading, and not the process?

It is our contention that most students enjoy reading. Provided the time, the materials and expert teacher help, their ability to read will improve significantly.

Yours truly,

Ronald B. Lamb

Ronald B. Lamb

RBL:ms

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Moosomin, Sask.,
March 10, 1983.

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Curriculum and Instruction Review Committee,
Saskatchewan Education,
2220 College Avenue,
Regina, Sask. S4P 3V7

Dear Members-

It is appreciated that the Minister of Education saw fit to establish this Curriculum and Instruction Review Committee. We would like to express our thanks for making it possible for Sask. residents to have this input into our Education System. Our children are very precious to us and we are very interested in their education.

We are very worried about how the Family Life program is affecting our children. Currently, we see the the Education System trying to transfer duties and responsibilities of parent's to school through this program. We feel the Family Life program violates the traditional moral values of our homes. It promotes a secular humanist view of man which is opposed to the fundamental spiritual beliefs of our province. We do not agree with the values clarification and situation ethics mentality that permeates this course. We feel that it is the parent's right, privilege and responsibility to teach our children their morals and values. We do not want someone in the school doing this for us. We are most unhappy that in this course, there is no right and wrong brought forth. Our children are encouraged to make their own decision - right or wrong - just as long as it is acceptable to themselves. Teachers in the classroom can interpret the Family Life curriculum according to their own beliefs, in front of a captive audience. Some educators would like us to think that the Family Life program aids society in having happier families. The reality is, that by encouraging our children to "do their own thing" --- not to be influenced by their parents ---- because by being influenced by parents, the values you are adopting are not really your own-----this Family Life program promotes disharmony in our homes. We do not need nor want this Family Life program in our schools. Please, respect parent's rights by allowing us to raise our children as we choose. We firmly believe that the school system should avoid making any attempt to involve itself in the teaching of personal values.

We have a suggestion to make that we feel would greatly improve the quality of Sask's Education System. We would like to see a rule that Directors of Education could only remain in one School Unit for a limited time----for example maybe four or five years at the most. We believe that each School Unit would really benefit from having the new and different ideas and emphasis that each new Director of Education would bring with them at regular intervals.....thus improving the quality of education in all school units in the province.

We believe that the school's responsibility is to teach academic subjects. School programs throughout Sask. should provide an equal opportunity to students from all social backgrounds to acquire the skills and knowledge needed to become productive members of society.

We would like to see our schools get back to the basics.....reading, subject content and basic math skills. University people claim that literacy and numeracy standards are dropping. We would like to see our schools get back to being an institution of learning, rather than concerning itself with the social and emotional needs of its students, thus being more like a social service agency. We do not believe that schools should instill in students the attitudes they think the students need to make their way in the world and to teach them the generally accepted values of society......just whose values do they think they have the right to teach our children? Perhaps we could well get along with fewer guidance counsellors in our school system. We suggest that the guidance could be better done by parents, churches and community programs involving parents and children with approved speakers to come to speak on various subjects of concern. Another thought would be that guidance programs could be set up within the community through our Community College programs.

In closing, we would also like to say that we would like to see more input into school regulations and policies by the students and their parents. We would also be a lot happier if there had been more parents appointed to this Curriculum and Instruction Review Committee. We are grateful for the opportunities that we had in returning the questionnaires and being able to present our thoughts to you in this letter. Please, let's get back to the basics in our schools rather than trying to indoctorate our children with humanist values.
Thank you.

Olive Dietrich

Ed Martineau

Joan Nostrand

CURRICULUM REVIEW: SCIENCE EDUCATION SUMMARY

DR. E. P. HART

1. Concerns

- science education is not taught in many elementary schools - why?
- Div. III science is required yet Div. IV science courses (esp. Chemistry, Physics) are not popular.
- science education goals and objectives are undergoing intensive re-examination because - despite major curriculum revisions in '60's - science assessment scores are declining, science enrolments have declined, government and institutional support for science has declined, and the public is critical of science.

2. Developments:

- major assessment in U.S. began 1976 - 70's referred to as a time of disillusionment in science ed. - there were serious societal problems - most with no apparent solution and many with apparent ties to science and technology - social unrest, conflict, war, political problems, environmental concerns.
- U.S.A. - national challenge to appropriateness of NSF-funded science curriculum projects ⟶
  ↓support to colleges to encourage inservice complete suspension of teacher education activities
- NSF funded 3 major studies to review impact of past efforts - literature review, teacher perceptions, and case studies. Also NSTA study on accomplishments and needs. Project Synthesis (-real vs. ideal)
- Canada - Science Council of Canada - review of Canadian Science Ed. - deliberative inquiry

3. Recommendations: based on synthesis of S~~tudent~~cience Council of Canada Study and $\$2.0 \times 10^9$ U.S. studies.

- Of 4 goal cluster areas - related to

  1. personal needs - science ed. should prepare individual to use science to improve their own lives and to cope with an increasingly technological world
  2. societal needs - science ed. should produce informed citizens prepared to deal responsibily with science-related social issues
  3. academic needs - science ed. should help students acquire academic knowledge appropriate to their needs.

4. career needs - science ed. should awareness of sci/tech careers of varying aptitudes and interests

   - studies found only goal 3. received attention by teachers and curriculum

   Saskatoon Board's brief has excellent goals related to interdisciplinary, futures, values, cooperative curriculum development, societal issues, student needs, and so on. but

   - teachers primarily follow textbooks to teach science - teach as they were taught - perhaps by a university science professor and do not address personal/social needs thus, a disenfranchized youth who take the easiest required science in Div. IV.

   - if texts are the basis of science teaching then part of the text core must emphasize the following major critical elements:

   a) goals - human adaptation and alternative futures
      - science and society; issues and problems
      - inquiry and, information access and analysis skills
      - decision-making which is interdisciplinary (acid rain, nuclear energy) and not simply finding answers in the text that solve ch[illegible] end questions
      - value, ethical, and moral considerations of science-related societal problems with the effect of "thinking globally - acting locally"

   b) curriculum - problem-centered, flexible, and culturally as well as scientifically valid
      - relevant to student's lives, local and community
      - involve use of natural environment, and urban community resources, and students themselves as foci for study
      - scientific information in the context of the student in a socio/cultural environment

   c) instruction - individualized and personalized recognizing student diversity
      - involve cooperative work on relevant societal problems and issues

   d) evaluation - test ability of student to use scientific knowledge to interpret social problems and issues
      - student evaluation also based on growth in rational decision-making.

   (why)

   e) teachers - require a change in perception (philosophy, rationale, and belief system) to include a commitment to science and society and global human welfare

Summary:

1. major concern for science as a means: of examining and resolving current societal problems and of examining student needs and of developing career awareness suggest many goals which may even be more important than the traditional goal of academic preparation for future courses.

2. teacher preservice and inservice training needed - relating to decision-making, nature of proof, values, preferences and prejudices in thinking, relation of science to the real world.

3. continued questioning, assessment, evaluation, and new attempts with goals, curricula, teaching strategies and support materials as an important means for solving immediate problems.

4. science education must act in a concerned fashion to confront and resolve educational and societal problems.

Science instruction must help students understand fundamental concepts but it must also make the material relevant and thus meaningful to students or they will not elect to even expose themselves to the important ideas of physics and chemistry.

What is needed is a better balance between pure science, applied science and the examination of the real world - we cannot assume - based on evidence - that understanding of pure abstract science concepts will be somehow transfered by students to help them solve everyday problems and understand how to interpret and vote on controversial issues - confused by the electronic media and biased by technical arguments. Students must be able to interpret, analyze and make their own sound and informed decisions. At present, they cannot!

E Paul Hart

March 5, 1983

The Minister's Advisory Committee on Curriculum and Instruction is gathering the opinions of Saskatchewan people about schools.

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THIS IS A BRIEF BEING PRESENTED TO THE CURRICULUM AND INSTRUCTION REVIEW ADVISORY COMMITTEE

We are a group of 14 concerned parents representing a majority of elementary schools in Yorkton. We met at our local Curriculum Review public hearing, and discovered a mutual strong concern and frustration with the following:

We feel that the present Division I and Division II Curriculum is too hard, or advanced in contents; and the manner of presentation by the teachers is above the children's understanding.

The average children are having difficulty in understanding the work, and feel pressured and frustrated.

A lot of parents, who are not qualified instructors, are finding the only way the child is able to cope, is by having the parents re-teach them at home, in a language (vocabulary) that the child can understand.

We realize there are children who appear to be coping with the present system. At the same time we question how much of the coping is done on their own? Or are they getting a lot of instruction at home without the teacher's knowledge?

The parents, in an attempt to help the children understand the work and pass their exams, put added pressure on the children at home. Sometimes this involves hours of homework and reteaching of curriculum. Often times this ends as an ordeal with both child and parent in tears of frustration.

How do we, as parents, present this schoolwork to our children, without further confusing them, when we are not teachers ourselves!

There is too much work to cover. The contents and concepts put forth are too difficult for the child to grasp and retain. Perhaps the teachers need more assistance in how to handle the program and how to present it to the children so they can understand it. Perhaps the advanced text books being used are too ridgedly followed and fail to reflect the flexibility within the curriculum. Surely the methods of presentation by both curriculum developers and teachers could be simplified. Maybe in Division I more emphasis should be put on the "3 R's" (reading, writing and arithmetic), and less on the other subjects.

Please! Stop pushing our children beyond their limits, and restore their rights to be carefree, spirited children.

We want our children to comprehend what is being taught and feel some degree of achievement and success.

We would far prefer that our children have a greater understanding of a smaller volume of material, rather than very little understanding of a large volume of material.

Any person sharing our views is urged to send in this copy of the brief as soon as possible - with a signature of - "A concerned parent", student" teacher, etc." or your name to:

Attention: Terry McKague
Curriculum and Instruction Review
2220 College Avenue
Regina, Saskatchewan
S4P 3V7

Margret Ford
Lucille Krammer

Carol Typowski
Carol Knoll
Debbie Gruner
Joyce Zahaik
Ann Murphy

A BRIEF

to the

DEPARTMENT OF EDUCATION

CURRICULUM REVIEW COMMITTEE

- MARCH 24, 1983 -

Saskatchewan Outdoor and Environmental Education Association

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The Saskatchewan Outdoor and Environmental Education Association (SOEEA) had its roots about fifteen years ago when educators concerned about outdoor education started meeting. In 1978 the Association was formed officially. Our Aim, Goals and Objectives are listed in Appendix A.

We would like to recognize the Department of Education and the Department of the Environment for their contributions to the outdoor and environmental education area:

1. "Information Brochure on Outdoor and Environmental Education", June 1973.

   See Appendix B - Aim and twelve concepts.

2. "Education for Environmental Quality", October 1973.

   Recommendations were put forth and several were implemented.

3. Out to Learn - Guideline and Standards Manual for Outdoor and Environmental Education, 1974.

As a result of Saskatchewan leadership many Saskatchewan ideas and strategies were incorporated into a report - "Ocassional Paper 31 - UNESCO and Environmental Education", September 1978. See Appendix C.

More recently there have been other contributions from the Department of Education and the Department of the Environment:

A. Examples of initiatives by the Department of Education:

   1. Environmental Consultants (1976 -) intermittently to date.
   2. Geology of Saskatchewan, 1979.
   3. Environmental Education Provincial Coordinator, 1980-81.
   4. Prairie to Pine (in conjunction with the Regina Board of Education), 1981. See Appendix D.

B. Examples of initiatives by the Department of the Environment:

   1. Helping to in-service Environmental Consultants.

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2. Wetlands Management Case Study, 1977.
3. "SNOOP", 1981 -
4. Discovery Team, 1981 -
5. "Landscapes", 1982.

We commend the Department of Education and the Department of the Environment for their materials, the efforts of their personnel and the integrated approach. We hope the Department of Education will continue to monitor the scope and the sequencing of environmental themes.

Our rationale for the following recommendations is inherent in the material in the Appendices not only our Aim, Goals and Objectives, but philosophical and conceptual expressions by the Department of Education and UNESCO with which SOEEA agree. The Department of Education should be the prime mover in all of the following:

A. Materials:

1. Promote materials relevant to the prairie environment and related to current issues for all subject areas.
2. Encourage writers of resource materials or the Department of Education to develop materials from outside agencies and/or to adapt them to specific audiences. Educators should be consulted on revisions and adaptations.
3. Provide extra funding for more projects; for example, to complete the "Flora and Fauna" series.
4. Out to Learn should be revised and reprinted.

B. People:

1. Pre-service training of educators. The University of Regina Faculty of Education have been leaders in teacher training in the

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area of integrating outdoor and environmental education into curricula. We encourage the University of Regina to continue this approach. We ask the Department of Education to pressure the University of Saskatchewan to adopt similar programs. Vocational Institutes such as the Kelsey Institute of Applied Arts and Science have provided pre-service training to students who are now working as technical assistants to educators. An example of this is the Community Resource Technicians currently working with the Regina Board of Education in the Outdoor Education Department. This must continue.

2. In-Service
   a. The Regional Environmental Education Consultant approach should be continued.
   b. A Provincial Consultant should be appointed to provide the coordination for in-service throughout the Province.
   c. Funds should be made available to allow local Boards to employ local consultants such as those employed at the Regina Board of Education.
   d. A Human Resource Directory produced by the Department of Education should be available about all areas of the Province.
   e. Educators should be encouraged to become involved with outside agencies by:
      - career orientation, eg. Prince Albert Pulp Mill
      - touring energy utilization and conservation projects, eg. Estevan Boundary Dam.
      - advising on materials, development or writing and adapting materials, and providing in-service on an assisted leave basis.

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- increasing their awareness of local environments, eg. Meewasin's Beaver Creek Conservation area.

C. Philosophical

1. The Department of Education should be commended on their integration approach to environmental education. As curricula are developed and revised an environmental education emphasis should be present in each. An awareness of the following should be evident: proper scope and sequencing; the developmental approach (Piaget); relevant societal examples, and suggested "teachable moments".
2. The environmental education approach must emphasize both content and process.
3. The Saskatchewan philosophy is only one philosophy. The Department of Education should continue to update themselves in the content and process of environmental education. Suitable materials that are compatible with our philosophy should be approved and/or adopted, eg. SEEDS.
4. We are in a computer literacy revolution. The Department of Education must insure that a balanced view of environments be maintained. Although aspects of environmental education can be learned via the computer, the interaction of students and teachers with all types of environments - outdoor and indoor, rural and urban, natural and man-made - must be promoted. The isolating world of the computer environment must not be allowed to predominate our time and energies.

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SOEEA would like to thank the Curriculum Review Committee for the opportunity to make this submission. We are available to expand on any of these ideas.

Drafted by Michaela Metz, Barry Mitschke, and Bill Wood with other ideas from the Board of Directors.

APPENDIX A

SOEEA

AIM, GOALS and OBJECTIVES

AIM:

To foster the growth of outdoor and environmental education in Saskatchewan by developing an awareness and understanding of man's interaction with environments and encouraging an environmentally sound lifestyle.

GOALS AND OBJECTIVES:

1. To support and promote current concepts, innovations and research in outdoor and environmental education. By:
   - a) supporting the Environmental Education Advisory Committee's guidelines.
   - b) producing a newsletter that features educational strategies.
   - c) encouraging educators to use a variety of environments.
   - d) providing a consultant service for teaching materials and sites.
   - e) providing workshops.
   - f) recognizing contributions of persons through the Bernie Melanson Award.
   - g) seeking grant money for projects.
   - h) serving as a liaison through the distribution of a newsletter, minutes, and pamphlets.
   - i) locating and co-ordinating regional representatives.
   - j) identifying research problems.

2. To increase member and public awareness of SOEEA's aim and act as a voice for Saskatchewan outdoor and environmental education issues. By:
   - a) inviting widespread membership.
   - b) publishing a newsletter quarterly.
   - c) co-ordinating a Summer Environmental Education Workshop annually.
   - d) hosting an annual meeting.
   - e) publishing a Benefits to Members pamphlet.
   - f) interacting and co-operating with other organizations. (eg.) recreational.
   - g) identifying and pursuing environmental education issues through the use of letters and the presentation of briefs.

3. To provide leadership development in outdoor and environmental education.
   - a) encouraging and providing assistance for regional workshops.
   - b) co-ordinating the provincial workshop.
   - c) sponsoring delegates to out-of-province conferences, courses, etc.

4. To function as an autonomous, non-profit association. By:
   - a) pursuing our goals.
   - b) utilizing our grants and membership fees to fund SOEEA activities.

Saskatchewan Outdoor and Environmental Education Association

APPENDIX B

WHAT IS "ENVIRONMENTAL EDUCATION"?

"Environmental Education is the process of recognizing values and clarifying concepts in order that people may develop skills and attitudes necessary to understand and appreciate the interrelatedness among man, his culture and the biophysical surroundings."

Here is a summary of 12 major concepts which are relevant to an environmental emphasis in education.

1. Life depends on an adequate supply of energy. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form that all living things can use for life processes.
2. All living systems interact among themselves and their environment forming intricate ecosystems. Organisms change their environment and are changed by it.
3. The complex interraction of environmental factors, both living and non-living, limit the number of organisms existing within their influence.
4. An adequate supply of usable water is essential to life.
5. An adequate supply of clean air is essential to life.
6. The soil has a vital role to play in the life of the world.
7. Man has the ability to manage, manipulate and change his environment. Furthermore, the environment reacts to man's actions.
8. Cultural, economic, social and political factors determine the status of man's values and attitudes toward his environment. Although science and technology give men the ability to control the physical environment, it is man's values and attitudes which determine how he exercises that control.
9. Land use and population distribution may be affected by factors such as the supply and demand for natural resources and the location of manufacturing and shipping centers.
10. Man's intellect allows him to appreciate the world, understand it, protect it and beautify it. With such understanding comes great responsibilities.
11. Short-term planning, usually for immediate economic gains may produce long-term environmental losses.
12. Environmental problems exist at the local, regional, national and world levels. They are influenced by but not determined by political and economic systems and prevailing religious belief. These kinds of problems are complex and it will require the cooperation of governments at all levels, industry and the public if viable solutions are to be found.

Saskatchewan Env. Ed. Advisory Committee, 1973

* NOTE: Key words underlined by SOEEA

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b. The conference *endorses* the following goals, objectives and guiding principles for environmental education:

The *goals* of environmental education are:

- to foster clear awareness of, and concern about, economic, social, political and ecological interdependence in urban and rural areas;
- to provide every person with opportunities to acquire the knowledge, values, attitudes, commitment and skills needed to protect and improve the environment;
- to create new patterns of behaviour of individuals, groups and society as a whole towards the environment.

The categories of environmental education *objectives* are:

- Awareness: to help social groups and individuals acquire an awareness and sensitivity to the total environment and its allied problems.
- Knowledge: to help social groups and individuals gain a variety of experience in, and acquire a basic understanding of, the environment and its associated problems.
- Attitudes: to help social groups and individuals acquire a set of values and feelings of concern for the environment and the motivation for actively participating in environmental improvement and protection.
- Skills: to help social groups and individuals acquire the skills for identifying and solving environmental problems.
- Participation: to provide social groups and individuals with an opportunity to be actively involved at all levels in working toward resolution of environmental problems.

Guiding principles – environmental education should:

- consider the environment in its totality – natural and built, technological and social (economic, political, cultural-historical, moral, esthetic);
- be a continuous lifelong process, beginning at the pre-school level and continuing through all formal and non-formal stages;
- explicitly consider environmental aspects in plans for development and growth;
- enable learners to have a role in planning their learning experiences and provide an opportunity for making decisions and accepting their consequences;
- relate environmental sensitivity, knowledge, problem-solving skills and values clarification to every age, but with special emphasis on environmental sensitivity to the learner's own community in early years;
- help learners discover the symptoms and real causes of environmental problems;
- emphasize the complexity of environmental problems and thus the need to develop critical thinking and problem-solving skills;
- utilize diverse learning environments and a broad array of educational approaches to teaching/learning about and from the environment with due stress on practical activities and first-hand experience.
- be interdisciplinary in its approach, drawing on the specific content of each discipline in making possible a holistic and balanced perspective;
- examine major environmental issues from local, national, regional and international points of view so that students receive insights into environmental conditions in other geographical areas;
- focus on current and potential environmental situations while taking into account the historical perspective;
- promote the value and necessity of local, national and international co-operation in the prevention and solution of environmental problems;

Pages 22 & 23

a. *Programmes and curricula* - EE should not be just one more subject to add to existing programmes, but should be incorporated into programmes intended for all learners, whatever their age. A new joint pattern of work should be drawn up, involving home, community and school, to introduce young people to environmental issues. Environmental education should serve as a catalyst or common denominator in the renewal of contemporary programmes and curricula.

In this connection, the conference recommended that:

- subject disciplines identify and give priority to their special contribution to environmental education; and those responsible for the planning and implementation of general and vocational programmes encourage interdepartmental collaboration and co-ordination so that environmental goals and objectives may be achieved;
- responsible authorities support curriculum development as it relates to particular situations such as exist in urban areas, rural areas and areas of special historical and cultural importance, and to the needs of particular groups, such as farmers, industrial workers and parents;
- that institutions engaged in the development of curricula, teaching programmes and materials for EE study the problems linked with single subject, multidisciplinary and interdisciplinary approaches respectively; consider the suitability of each approach to different situations and learning groups; and identify the potentially most effective contribution of such subject areas as the natural sciences, the social sciences and technology;
- full and adequate emphasis be given to the teaching of ecological concepts, to the systems of the atmosphere, lithosphere, hydrosphere and biosphere and to relevant socio-economic aspects.

Educational programmes on the work environment, * in the factory, field, office, mine, etc., received special consideration. It was recommended that: (1) curricula for specific trades and professions should include education concerning the work environment of the pertinent trade or profession, including information about medical standards for permissible levels of environmental pollution, noise, vibration, radiation and other factors affecting work conditions, as well as a system for monitoring their enforcement; (2) decision-makers, consultants and other key persons affecting the work environment should be educated on its problems and possible solutions; and (3) people on the job should be given the opportunity of acquiring similar knowledge about their particular work environment.

b. *Methods* - In formal education, at all levels, account should be taken of all the ingredients of the education process (programmes and curricula, books and textbooks, teaching aids and resources, methods, etc.) and interdisciplinarity should thus be gradually achieved. The requirement is, without repudiating the existence and individual character of each traditional discipline, to avoid the over-analytical nature of subject disciplines and the differences stemming from their respective methodologies, which make it difficult for the learner to apprehend the environment: he often lacks a proper framework and, moreover, the usual approach by successive abstractions sets him at a certain remove from the subject under study. The solutions are thus:

- to introduce into each subject the essential environmental dimension;
- to have curricula prepared by interdisciplinary teams;
- to study practical problems, that is, the reality surrounding pupils and teachers.

The central idea is to attain, by means of growing interdisciplinarity and of prior co-ordination of disciplines, a practical education oriented toward a solution of the problems of the environment, or at least to make pupils better equipped for their solution by teaching them to participate in decision making.

The success of environmental education will not lie merely in bringing about a number of changes in the system and methods of education. * This task requires the application of new concepts, new methods and new techniques as part of an overall effort stressing the social role of educational institutions and the establishment of a new relationship between all those engaged together in the education process. To this end, legislative measures may be taken providing the State with a legal framework in which to draw up an environmental education system for the entire community.

Although environmental education should constitute one single organic and continuous process, each stage of this process has its own particular educative value.

In primary school, for instance, a few useful directions in which to promote environmental education would be: programmes of visits, the use of free time for activities in close contact with the environment, the development of a critical faculty and ability to see things in the round and the transcending of the cultural and scientific levels so as to gain an awareness of relations with the community and move towards solutions.

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Secondary schooling should take the pupil on to a more ecologically, socially, politically and economically based application of ideas about the environment. University-level education should see the introduction, as a basis for all specialized courses (for engineers, architects, planners, economists, etc.), of thorough knowledge of the functioning of ecosystems and an insight into the socio-economic factors governing the relations between people and the environment, together with knowledge of the characteristics, limits and possibilities of the scientific and technical revolution.

* In nonformal and out-of-class education, strategies for the introduction, promotion and development of environmental education depend on particular situations (e.g., rural setting or urban setting; occupations, socio-cultural background, etc.). They should be based on channels of social communication, on the mass media and on the various movements or associations. In addition to their special educational role, these activities are of vital importance since they make it possible to overcome many of the administrative or bureaucratic difficulties associated with formal education.

c. *Teaching/learning materials* - In this category, participants recommended that:

- relevant authorities work out criteria on which to base the environmental content of the curricula to be offered to pupils and students according to individual needs and taking into account local, social, occupational and other factors; more specifically, basic principles should be formulated for the preparation of model textbooks and reading materials for use at all levels within formal and non-formal systems;
- in developing low-cost teaching aids and materials, the fullest use should be made of existing documentation, and educational research findings should be drawn upon, the value of existing teaching materials should be assessed and new teaching aids for environmental education should be developed as necessary;
- teachers and learners should be involved in the preparation and adaptation of instructional materials for environmental education;
- teachers in training should be given an understanding of as wide a range as possible of educational materials and aids, with special reference to low-cost materials and opportunities for adaptation and improvisation in local circumstances.

d. *Research, innovation and evaluation* - Similarly in this category, the recommendation of the conference to Member States is specific and detailed, namely, that:

- they develop national policies and strategies furthering environmental education research projects and incorporate their findings into the general educational process through appropriate courses;
- they carry out research concerning the goals and objectives of environmental education, the epistemological and institutional structures that affect consideration of environment demands, and the knowledge and attitudes of individuals, in order to identify more precisely the most effective educational conditions, types of action by teachers and processes of assimilation of knowledge by pupils, as well as obstacles to the modification of concepts, values and attitudes held by individuals, and the use of these concepts, values and attitudes in relation to environmental behaviour;
- they undertake research concerning the conditions that foster development of environmental education, directed more particularly towards: identification of content, taking into consideration specific national and local features which might constitute an effective basis for educational programmes for those in and out of the formal education system as well as for specialists; the establishment of methodologies for the effective acquisition of the relevant concepts, values and attitudes by the various population groups, young and adult, receiving formal and non-formal education; and innovation in learning environments;
- * they undertake research for the development of educational methods and curricula in order to sensitize the general public, particularly with regard to use of the mass media and the preparation of evaluation tools for assessing the impact of such curricula;
- they include in the courses of initial and in-service training of teachers, research methodologies for designing and developing methods and instruments which enable them to effectively fulfil the objectives of environmental education;
- they undertake research with a view to the design and development of purpose-built instructional systems, methods and materials enabling interdisciplinary environmental curricula to be developed. With this in mind, the possibility of using elements of the natural and social sciences and the arts as a basis for integration, should be studied;

- they undertake research in order to develop low-cost educational methods and materials enabling educators to train or retrain themselves on their own;
- they take steps to promote exchanges of information among national educational research bodies, the broad dissemination of research findings, and evaluation in the educational system;
- they undertake systematic analysis of educational experience and materials from external sources in order to determine their educational relevance and to bring them into line with local socio-economic, ecological and cultural conditions.

e. *Training of personnel* – Both pre-service and in-service training of teachers, planners, administrators and other key education personnel in environmental studies and concerns were stressed by conference participants. It was recommended that the staff of teacher education institutions be assisted in this regard; that the personnel educated receive environmental training related to the urban or rural area in which they are working or will work; and that such training be undertaken in close co-operation with professional organizations of teachers at both the national and international levels.

Stress was also laid on the importance of pre- and in-service environmental training of professionals, such as economists, business administrators, architects, planners, engineers, technicians and others whose activities, while not specifically in the field of environmental planning and management, nevertheless directly or indirectly have a major impact on the environment. It was recommended that their training include a common core of interdisciplinary environmental studies dealing with both the natural and social environments. In addition, special attention should be given to the development of suitable methodologies and institutional arrangements.

An effective method of such training would involve a problem-solving approach on an integrated, multidisciplinary team basis, since it develops professionals who, while retaining their original expertise, thus acquire an interdisciplinary training and ability to work as members of multidisciplinary teams.

Similar but more intensive training was recommended for those working on specific problems of the environment, such as biologists, ecologists, hydrologists, toxicologists, soil scientists, agronomists, foresters, landscape architects, oceanographers, limnologists, meteorologists and sanitary engineers. An interdisciplinary component was considered indispensable for the training of these specialists. The reorganization of engineering schools and the incorporation of environmental education in the training of engineers was deemed an urgent need.

Special reference was made to environmental education in colleges and universities as centres for research and the training of qualified personnel. This meant development of appropriate teaching aids and textbooks and promotion of close co-operation among university bodies – departments, faculties, etc. – with the specific objective of forming experts in environmental education. Such co-operation might differ according to the structure of university education in each country, but should combine contributions from physics, chemistry, biology, socio-economic studies, ethics, education sciences, etc.

APPENDIX D

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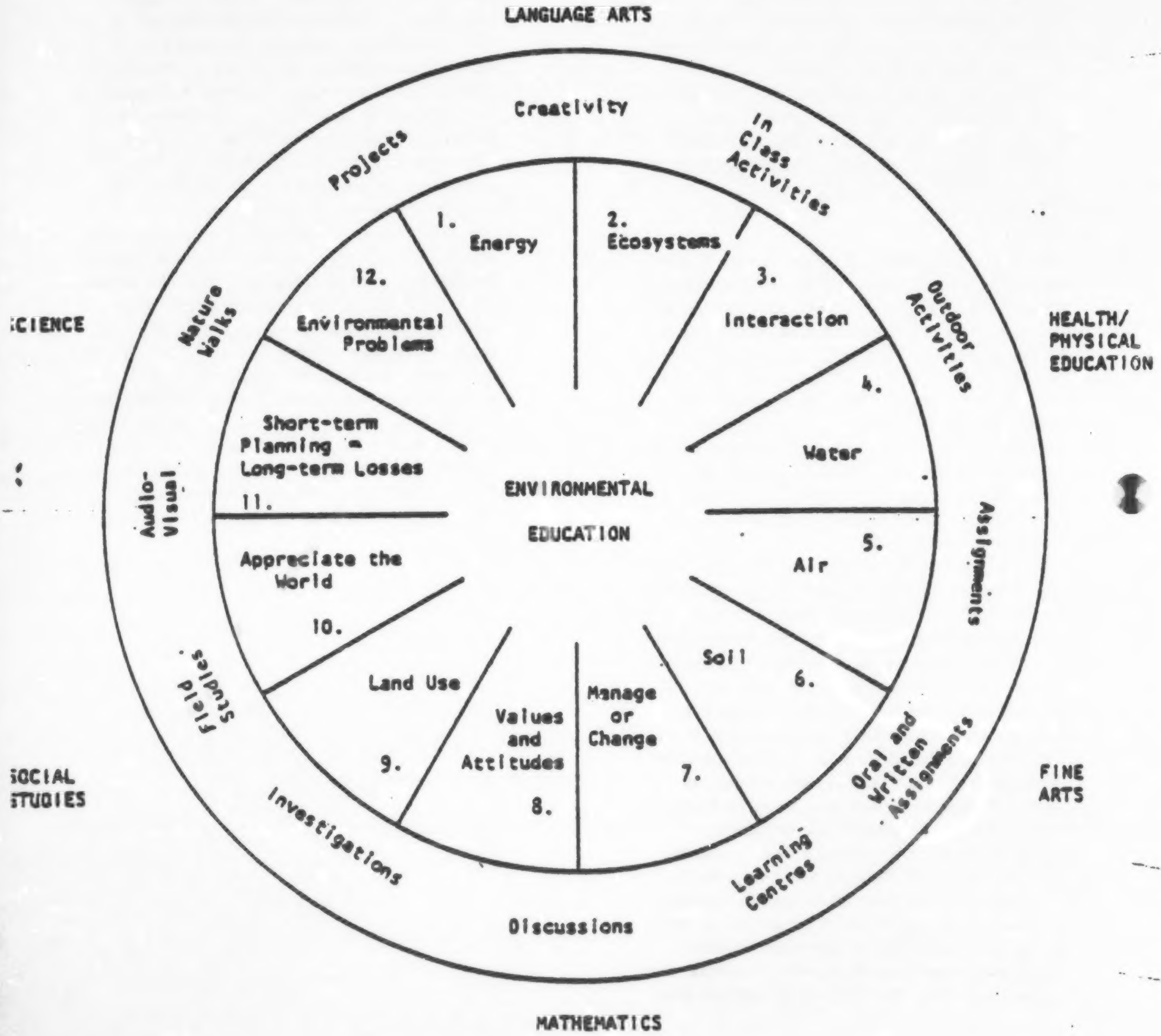
Integrated Environmental Education


LANGUAGE ARTS
Creativity
Projects
In Class Activities
1. Energy
2. Ecosystems
12. Environmental Problems
3. Interaction
CIENCE
Nature Walks
Outdoor Activities
HEALTH/ PHYSICAL EDUCATION
4. Water
Short-term Planning = Long-term Losses
11.
ENVIRONMENTAL EDUCATION
Audio-Visual
Assignments
5. Air
Appreciate the World
10.
Soil
6.
Field Studies
Land Use
9.
Values and Attitudes
8.
Manage or Change
7.
Oral and Written Assignments
OCIAL
TUDIES
FINE ARTS
Investigations
Learning Centres
Discussions
MATHEMATICS

PRAIRIE TO PINE
1981

Red Cross Youth Submission
to the
Department of Education
Curriculum and Instruction Review Committee

Introduction

For 68 years Red Cross Youth has had a very close and beneficial working arrangement with Saskatchewan Schools. Thousands of students have joined Junior Red Cross/Red Cross Youth, and thousands more have participated in our educational programs to promote health, safety and international education. Since its beginning, Red Cross Youth has been a vehicle for Saskatchewan youth to help children throughout Saskatchewan and around the world who are in need.

The Importance of Health, Safety and International Education

The importance of health, safety and international education being taught in the schools has increased over the years. Closer ties on an international scale, through improved communications and transportation, have brought about a greater awareness of our global interdependence. Change in family structure over the years has led to a need for better health and safety education from sources outside of the home. These are the needs Red Cross Youth has always identified with and strived to provide assistance for.

Participation

In the last year, 1981-82, 22,000 students were enrolled by 950 teachers throughout the province. These students learn about the Red Cross and often become involved in fund raising activities to help children who are in need. $17,500 was raised last year through these groups with 26 children being helped in Saskatchewan, and thousands more benefitting in overseas aid. There were also 30,000 students involved in various other Red Cross Youth activities. These students took part in health activities, such as "I'm Taking Care of Myself" and the making of Health Kits, safety activities, such as "Playing It Safe" and "Bike For Life", international education programs, such as World Neighbourhood Picnic and "One Earth-Why Care?", and community service projects, such as our Learning For Life student leadership seminar, "Babysitter" courses and as "Fun and Fitness" instructors for senior citizens.

We also had 400 teachers participate in our "First Aid For Teachers" program, 113 teachers and 1,160 students took our international awareness workshops and 5 students were sent to Red Cross Youth seminars in other provinces and the United States.

This level of activity in Red Cross Youth has continued since 1915. We feel that this sustained participation indicates a need for the programs and a strong willingness on the part of school boards and teachers to have them offered.

Support of These Programs

To this end we strongly support the need to have these programs available and implemented to the greatest possible extent. Health, safety, international education and community service have, and will continue to have, an important role in the education of youth. They can also be integrated into other major subject areas to supplement those topics. International education can be dealt with in social studies, math, home economics and biology, for example. To insure that this information is given to students, and that it benefits them, the schools can act as a coordinating body that is able to use whatever resources are available. Red Cross Youth would like to expand its services so that it is more available to teachers and students and would like to see that financial support continue to be provided to non-profit agencies that develop material for school use.

In Closing

Red Cross Youth is actively involved in the areas of health, safety, international education and community service; it always has been and the need has always existed. We feel that these subjects will continue in importance and in their value to youth in Saskatchewan. By integrating these subjects with the more basic educational topics teachers are able to improve their delivery and students can benefit more.

We congratulate the Department of Education on doing a complete curriculum review and hope to see that the areas of health, safety, international education and community service will play a major role in the future education of Saskatchewan students.

Attachments

Our Program Handbook, available free to all schools and teachers, outlines all Red Cross Youth programs and services. The Annual Report from 1981 - 82 shows the variety, and extent, of our activities.

Jack Aldcorn, Director
Red Cross Youth
Saskatchewan Division

SASKATCHEWAN
FEDERATION OF AGRICULTURE
1601 McARA ST. REGINA, POSTAL ADDRESS: BOX 1637, REGINA, SASK. S4P 3C4 PHONE: (306) 525-3366

March 29, 1983

Dr. Terry McKague,
c/o Saskatchewan Department of Education,
2220 College Ave.
Regina, Sask.
S4P 3V7

Dear Dr. McKague:

The S.F.A. would like to submit recommendations to the Curriculum Review Committee in three areas:

(a) Canadian Content
(b) Teacher Training
(c) Curriculum

As you know, agriculture is the province's largest single sector and the backbone of our provincial economy. It is also the Canadian province which best typifies co-operative business enterprise.

It is against this reality that S.F.A. makes the following recommendations, particularly with reference to Grade 8 to Grade 12 curricula.

A. Canadian Content

It is our view that Saskatchewan schools still rely too heavily on U.S. texts and reference materials, and too little on Canadian printed materials, films, etc.

On issues related to Agriculture and Environment there exists a host of farm, industry and government agencies who, we believe, publish suitable reference materials for school use.

We recommend that the Saskatchewan Department of Education work with the agricultural sector to compile a "shopping list" of suitable reference materials for use in Saskatchewan schools, thus incrasing Canadian educational content.

(We make the above recommendations realizing that the Department currently

"Presenting to policy makers, the Agricultural policy views of Saskatchewan Farm Organizations"

reviews material suitable for references in schools; however we wish to have that program strengthened).

B. Teacher Training

We appreciate that there is a limit to the number of undergraduate university degree class subjects which can be taken. Nevertheless our teachers must avail themselves of every opportunity to become more knowledgeable and conversant with Canada's agricultural and co-operative sectors.

Therefore, S.F.A. recommends that all College of Education students be encouraged to take at least one general appreciation class respecting agriculture and co-operatives.

Such a course should also become part of teacher upgrading and offered at summer sessions at the Universities of Saskatchewan and Regina. We stress that the course content be the same at both universities.

C. Curriculum

S.F.A. recommends that a course on "the role and importance of agriculture and co-operatives" be made available in all Saskatchewan high schools as part of the economics and social studies curricula.

We appreciate the opportunity to make these recommendations to you.

Yours sincerely,

for Robert A. McGillivray,
The S.F.A. Board of Directors.

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Harrow de Groot Local School Advisory Committee,
c/o Harrow de Groot School,
400 Douglas Park Crescent,
Regina, Saskatchewan.
S4N 2S1

March 11, 1983

To the Curriculum and Instruction Review Committee:

Please accept the following submission with the understanding that it represents the ultimate in the desire of the de Groot Advisory Committee, for a utopian educational system.

The Harrow de Groot Local School Advisory Committee was formed in May 1979, as a direct result of parental concerns about the quality of education being offered to the students. Since its inception, the emphasis has been on improving parent/school communication. The parent group discussed with the school administration, the establishment of more appropriate goals for the education of T.M.R. students. This led to the adoption, by the Regina Board of Education in 1980, of the "Goals of Education for Trainable Mentally Retarded Students."

At the present time, the school staff and consultants are attempting to establish programs within the school which will meet these expressed goals. However, for these objectives to be met, there is a need for more formalized individual programming based on established assessment procedures.

For the adolescent T.M.R. student, these tests of intellectual ability and educational achievement must include formal, standardized, objective measurements of levels attained and goals reached in all areas. There must also be standardized objective measurements of personal work habits, aptitudes and abilities. All testing must provide a baseline measurement of the student's strengths and needs and be used as a foundation upon which his individual program plan is predicated. The prevocational and work experience programs must also take into account the individual student's interests when plans are made for work placements.

The school staff is to be congratulated for requesting and utilizing, expertise which is available within the community, but outside the educational system, to help with individual problems. However, this Committee suggests that these interactions become part of the planning process for all students, not just as a reaction to an observed problem for an individual student, or when initiated by the parents.

There is a conscious effort being made to involve parents at all levels of decision making, both for the individual student and the general school program. The enthusiasm, interest, concern and co-operation of the staff plays a vital part in helping our children reach their maximum potential.

In general, the members of the de Groot L.S.A.C. have been impressed by the manner in which their concerns and ideas have been accepted by the school board and staff, and by the changes which have been made in the school program since 1980. We

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cannot however, stress strongly enough, that for effective curriculum planning for special needs students, parental input into the formation of individual educational plans which identify long and short-term goals for each student, is essential.

S. Berger

Sylvia Berger, Chairperson,
Harrow de Groot Local School Advisory Committee.

CC: Principal,
Harrow de Groot School.

Curriculum & Instruction Review

Submission by the Humboldt Rural School Division principal's group.

1. We request that the Department rethink its second language policy.

   We offer the following options for consideration.

   a) French could be offered at the Division IV level as an elective. The maturity of students at this level would assure a more conscious effort by these students, and therefor more chance of success. Presenting French - or any language for that matter - to Division III students is doomed from the beginning since students at this stage of development are at the most inopportune time of development when learning a second language is most prone to failure.

   b) French could be introduced as a regular subject at Division I and continue into Division II. At this stage of development, children are more ready to acquire a second language. The chance for continuing the French program - or any other second language program - would be greatly enhanced.

We prefer the second approach.

We also suggest that this idea could be adopted for the introduction of any second language program requested by other cultural groups.

2. We think that more effective teaching would be the result if there was a closer correlation between curricula and textbooks. With declining enrolments and the growing number of multigraded classrooms, the multi-text approach is very inefficient. Our suggestion is to have a curricula based upon particular texts.

   To meet the above request, would it be possible, in the name of less costly textbooks, to have a joint effort of the four western provinces set up core curricula and commission textbooks for these curricula?

3. Considering declining enrolments, and considering expectations of universities and the business community, would the department consider the following suggestions.

   To supplement a core curricula designed to meet the general need of all students, could the department set up or encourage the development of specialized "learning modules" to meet the needs of students going on to university or entering a specialized field of work? These "learning modules" could solve a number of current frustrations:

- * If modules were self-administering, teaching time could be freed in a multi-graded classroom for individual help.
- * Students could get the specialized training from these modules that they might not otherwise get, i.e. in situations where the teacher is expected to teach materials not of his or her area of specialization.
- * Students could branch out from a more general curriculum - meant to reach all students - and get specialized training besides the general course, a course he or she may not have otherwise taken.
- * Universities, technical schools and trades might be able to better assess a student's particular abilities learned via the modules rather than just on the grade 12 marks.

4. We recommend that the Department review its Language Arts curricula in all grades to increase the Canadian content in the literature or reading section. The only grade with specific allotment of time is the grade 12 curriculum which gives 1/4 of its time to Canadian literature. This should be brought to at least 1/2. Grades in other Divisions ought to specify Canadian Content and time allotment.

5. We recommend strongly that the Department consider the Social Studies Revision Committee's recommendation re Canadian Content in all levels of Social Studies.

6. We recommend that the Department revise its mathematics curricula to reinforce practicality, prepare for our computer-calculator world, and cater to the esthetics of mathematics. This could be done and yet retain the measure of abstraction required by students advancing to technical and university education.

7. We think that Division IV sciences should be revised to present students with the basic concepts of Biology, Physics, and Chemistry, along with providing students an historical approach to these sciences. Specialization should be kept to a minimum and presented only in the latter part of grade 12, thereby catering to the majority of grade 12 students, yet preparing these students for university and technical school. If these sciences were to become more general - without watering down the material to the point of insipidity - most students would be encouraged to attempt all three sciences.

We present these materials for your consideration.

Forwarded by Simon Lizee, collator of ideas,
for the Humboldt Rural School Division Principal's Group.

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SUBMISSION TO THE CURRICULUM & INSTRUCTION REVIEW
BY THE
SASKATCHEWAN FEDERATION OF LABOUR, CLC

March 30, 1983

SUBMISSION TO THE CURRICULUM & INSTRUCTION REVIEW
BY THE
SASKATCHEWAN FEDERATION OF LABOUR, CLC

We welcome the opportunity to present the views of the SFL to the Curriculum and Instruction Review Committee.

The SFL, as the trade union central in Saskatchewan, is the spokesperson for 65,000 affiliated trade unionists. These workers, together with their families, constitute a substantial part of the working population of our Province.

In presenting this brief, the Federation, as the representative of a large segment of the public in Saskatchewan, feels that the views presented are not simply on behalf of our members, but in the broader interests of Saskatchewan working people and those who will eventually enter the work force.

Organized labour plays an important role in the economic and political life of Canada today. Their activity centres around the traditional purpose of unions - to promote the interests of working people. Because of the widespread impact on many aspects of our lives, unions are now an accepted feature of our economic, social and political scene.

Although unions have become an accepted part of life, this is not adequately reflected in the school curriculum. In fact, what is being taught in some instances is often negatively and inaccurately portrayed.

The following quotations are taken from an article entitled "Biases Against Labour Unions in School Textbooks", by Robert Knoop and Patrick Babin, which appeared in Vol. 33, No. 4, 1978, of Industrial Relations Industrielles. The article is a brief synopsis of both the methodology and findings of a comprehensive report to the

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Ontario Ministry of Education on the extent and nature of biases against labour unions in school texts in Ontario.

> "Public attitudes towards labour unions are developed, in part, during the formal educational process in both elementary and secondary schools. If Canadians are to develop an objective and constructive view of the union movement and of the day-to-day activities of labour unions, then the cause of unionism as represented in school textbooks must influence the attitude of Canadian youths during their formative years."
>
> "Half of the biases reported were due to omission: authors of texts neglected to give credit to labour unions for material and social benefits (such as minimum wages, better working conditions, pensions, paid holidays) and did not give fair representation to the history and nature of the labour movement when, in the opinion of the evaluator, the content of the text warranted their inclusion.
>
> "Negative statements about unions accounted for the other biases. Unionists were blamed, by open mention or implication, for the "faltering economy", "trouble in the industry", "Higher prices", "slow growth", "retardation of technological advances", and "promotion of inefficiency". Unfavourable mention and open or implied criticism was made of union dues, strikes, closed shop, picket lines, seniority provisions, union bosses, and other such terms."

The authors conclude by stating that "the findings suggest that most authors, publishers, and textbook evaluation committees are simply unaware of the contributions and achievements of labour unions."

While we appreciate that the study was done in Ontario, we feel that it would not be unfair to suggest that a similar situation may well be the case in Saskatchewan.

(Note: The full title of the report is Bias in Textbooks Regarding the Aged, Labour Unionists and Political Minorities, and is available from the Ontario Ministry of Education, Toronto.)

An area of concern is the lack of content in the school curriculum regarding the role, history and achievements of unions and the union movement. We base our understanding of this aspect of the problem on the findings of the Saskatchewan Occupational Group Council (SOGC*) Curriculum Committee. A brief containing their findings and recommendations was presented to the Minister of Education on March 10, 1980.

Their study dealt with a review of both labour and farm movement content in the present curriculum. For the purposes of this submission, we are summarizing their findings and recommendations as they pertain to the labour movement only.

They found:

1. The present curriculum is lacking in labour content and what content there was did not necessarily reflect the conditions as seen from a labour perspective. They recommended that reference materials in bibliographies be expanded to include suitable materials supplied by acknowledged authorities such as recognized labour leaders.
2. Unions are a fact of life in Saskatchewan in both large and small communities, and as such, should be included in examples of community organizations.
3. There is a lack of reference material on the collective bargaining process.

The struggle of workers in Canadian and American history to win the right to bargain their wages and working conditions is the fabric of a labour education program. Unless people know from whence they came and are aware of their past, how can they know their future or influence what is in store for them.

*SOGC is an organization composed of the Saskatchewan Teachers' Federation (STF), the Saskatchewan Federation of Labour (SFL), and the National Farmers' Union (NFU). It has been in existence since the mid-40s. The Curriculum Committee was composed of representatives from the three participating organizations.

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A labour education project must directly involve the trade union movement. For this Government or any government to ignore the aspirations of labour is to do so at their own peril. The collective bargaining process and the recognition of the Unions as a bonafide and essential part of the process, must be seen as the key vehicle.

Simultaneously, labour education programs must be designed to provide an accurate picture of the historically democratic and progressive nature of unions and to provide information on the necessity of involving them fully in our communities. Isolationist tendencies and sectarianism leading to "us against them" confrontations can be dispelled by a greater community/public awareness of the aims and aspiration of labour.

In Sweden and West Germany, where 80-90% of all workers belong to unions and broad Government-Union financed Labour Education programs exist, few strikes take place largely due to more enlightened policies of their Governments and their employers.

It should be noted that substantial and fundamental change is occurring and will continue to occur in unions. Their structure, goals and role in society will be drastically altered by the changes that are being introduced into the workplace. As never before professional educators need to be atuned to these changes and to portray unions and their function accurately to society.

Rapidly changing work, the coping with social upheaval brought about by new technologies and old unemployment, understanding future collective bargaining goals, extending our contact in the community,

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providing information on workplace issues, is the stuff of a labour education program for the 80s. Irrespective of the numbers they represent or how they may influence the outcome, unions will play a decisive and key role in finding solutions to today's and tomorrow's problems of work.

Labour education in the last decade entered a period of rapid expansion and change not only in respect to educational needs of the worker as they arise from participation in unions but also those needs relative to the rapid changes in work.

The objective of a proper labour education program should be to design labour educational programs that provide an accurate picture of the wealth of expertise, information, research, viewpoint, etc., possessed by the unions and to make this known to the community to adequately reflect this valuable resource.

Thus Trade Unions would be recognized as an integral part of community resources capable of resolving issues which originate in the workplace and form part of the multi-agency forces available to solve these problems.

Proper labour education must offer to the union movement itself, programs which are directed toward causing labour centrals and local unions to constantly examine and define their role in the education community, in seeking a forum for their viewpoint in solving workplace issues.

It must make unions fully aware of their responsibility to the education system in seeking an understanding of workplace issues in the community and along with that understanding, in concert with other

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community agencies, finding solutions to problems that exist.

The following subjects can be identified as a basis for a labour education inventory:

Basic Union Courses:

- Shop Steward Training,
- Grievance Procedure and Arbitration,
- Labour Legislation,
- Union Administration,
- Union Label Programs.

(These courses must be completely in the hands of the unions.)

Comprehensive Labour Education

- Role of Unions in Society,
- Labour History: Canada and Saskatchewan,
- Union Structures:
  - CLC and SFL and their affiliates,
  - The Mergers of Unions.

Workplace Issues in the 80s and 90s:

- Technological Change,
- Occupational Health & Safety,
- Essential Job Evaluation:
  - Job Enrichment,
  - Job Training,
  - Job Transition,
- Collective Bargaining - Industrial Democracy,
- Affirmative Action & Employee Assistance Programs,
- The Psychology of the Workplace.

Unions are with good reason highly critical of learning institutions for the lack of information in their curricula on organized labour's aims and aspirations, history and structure.

From the middle of April to September, 1982, under the auspices of the Provincial Department of Continuing Education, Ross Hale, was

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involved in developing a labour education program for inclusion in the curricula of community colleges and institutes.

In July, Mr. Hale received notification of the termination of the project. Apparently there were no longer any funds available for continuing the program.

RECOMMENDATIONS

In view of the findings of the SOGC Curriculum Committee, in light of our own Convention policy, and the termination of the Labour Education Program for Community Colleges and Institutes, the Saskatchewan Federation of Labour puts forward the following recommendations to your Committee:

1. That the Department of Education arrange for the appointment of resource personnel from the SFL to the current and future Curriculum Committees.
2. That the Department of Education arrange for funding for the development of supplementary curriculum packages to truly reflect Saskatchewan's perspective, including labour content regarding the history and role of organized labour with input from the Saskatchewan Federation of Labour.
3. That the Government of Saskatchewan, through the Department of Education, institute educational programs at all levels of the primary and secondary school system, designed to make students aware of this vital part of our history and that these educational programs be created using the educational services of the Saskatchewan Federation of Labour and the Canadian Labour Congress.

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In his keynote address to the 1975 National Conference on Labour Education J. R. Kidd, Secretary General of the International Council of Adult Education stated:

> "Labour education is fundamental to the way that economic, political and social life will be organized and expressed. Labour education has much to do with the production of every worker and about how workers are viewed and used in society and how society is changed. Accordingly, labour education is not something about which, either in analysis or in application, we can afford to be casual or careless."

All of which is respectfully submitted,

The Saskatchewan Federation of Labour

Nadine Hunt, CUPE, President
Mike Evanishen, CPU, Vice-President
Ron Fisher, USWA, Vice-President
Bill Hyde, CWC, Vice-President
Carolyn Jones, UFCW, Vice-President
Tal Le Tourneau, SGEU, Vice-President
Terry Lipinski, CUPE, Vice-President
Cathy Longworth, SEIU, Executive Offic
Brenda Makeechak, PSAC, Executive Offi
Duane Siemens, ECWU, Recording Secretary
Dave Maki, OPEIU, Treasurer
Dick Gutfriend, CUPE, Alternate Officer
Don Zolmer, IAFF, Alternate Officer

Labour Council Representatives

Doreen Kaytor, Moose Jaw
Russell Bowers, North Battleford
Bud Massey, Prince Albert
Harry Van Eyck, Regina
Ed Lochrie, Saskatoon

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opeiu 343

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THE CURRICULUM AND THE LEARNING RESOURCE CENTER IN SASKATCHEWAN SCHOOLS:

A SUBMISSION

FROM DEANNA GRUENDING, TEACHER-LIBRARIAN
TISDALE UNIT COMPOSITE HIGH SCHOOL

TO THE CURRICULUM AND INSTRUCTION REVIEW COMMITTEE
C/O KAREN RONGAVE
2220 COLLEGE AVENUE
REGINA, SASKATCHEWAN
S4P 3V7

The purpose of this brief is two-fold: first, to point out the importance of the learning resource center in the school and its role in implementing the curriculum, and secondly, to point out the roles of learning resource center personnel, and the need for standardized training for personnel.

I. The Importance of the Leaning Resource Center in the School and its Role in the Curriculum.

Over the past decade, a priority of education in Saskatchewan has been developing the potential of each student. Since students come to the school with widely variant potentials, curriculum has tried to allow for as many of those differences as possible. As a result, many of the curriculums have introduced a fexibility that has allowed for the use of many books and AV resources rather then a prescribed text, and many methods of teaching rather than just the lecture method. In keeping with this flexibility, the learning resource center has been established as a vital part of the educational system, for it has rich resources and the space to adapt to partial-class instruction.

Gradually, the philosophy of "what students should learn" has also changed. In keeping with a quickly-modifying world, the sole memorization of facts has been de-emphasized, and concentration has shifted to the acquisition of skills to manipulate facts. The facts themselves have increasingly been relegated to a place outside the cranium, but easily accessible in the learning resource center.

The claim has been made that students sould be encouraged to become self-motivators, so that they will become interested in learning for themselves. With current high unemployment, and the uncertainty of jobs in the future, it is becoming crucial that a student does not believe that "education" is the highest grade he/she has accomplished - be it grade 10, 12, or further training. Education is a life-long quest. Many of the library research skills that are learned in the learning resource center help to show the student that education is not confined within the walls of a classroom. The learning resource center may be one of the first of many steps that broaden the student's information search, and allow him/her to express individuality in choice of materials.

The learning resource center is a place that allos for the implementation of a flexible curriculum, and also allows for the individual growth of the student. This is a trend that has been set, but not fully or uniformly developed in the province of Saskatchewan.

II. The Roles of Learning Resource Center Personnel, and the Need for Standardized Training.

It is also essential that there be learning resource center personnel qualified to make the learning resource center function efficiently for the service of students and staff members. They make the learning resource center not just a place for browsing, or a study hall, but a learning environment. To ensure that it is a learning environment, and to enable students to find the learning process enjoyable rather than a frustration, it is absolutely necessary that there be a qualified teacher/librarian responsible for the learning resource center. Only someone with professional teacher training and experience is in tune with student progress and the pitfalls of the instruction processes. Only a teacher/librarian can guide the student as a teacher would. And only a teacher/librarian is professionally aware of curricula, the continuity of curriculum material from K-12, the concepts in various subject areas, and the underlying philosophy of education upon which the curriculum rests. A person who is not a professional teacher would never be expected to have knowledge of any of these areas. Yet knowledge of teaching, of learning and of methods of instruction as well as familiarity with curriculum is essential if the library is to perform the service of being an active learning environment for the student.

The professional teacher/librarian is not solely responsible to students. A second, and no less important service and responsibility is as an informed collegue to fellow teachers. The teacher/librarian must be able to pre-plan classes co-operatively with teachers in a team-teaching situation which allows either the teacher or the teacher/librarian to work individually with students, or with small groups of students. The teacher/librarian, as the school's media specialist, also alerts teachers to new or different materials, or to professionals, agencies or materials outside the school that may be utilized. In this way, the teacher/librarian helps with some of the on-going professional development of collegues.

There is a third way in which the teacher/librarian functions. This is the administrative function which requires training specifically in library science: The teacher/librarian must be effective in acquisition of current , pertinent material, in the public relations associated with bringing materials and people together, and in the harmonizing of individual interests. This administrative function also involves the day-to-day supervision of materials, the facilities and the people working in and using the learning resource center. Specifically, Library Club members and library technicians or assistants need guidance to ensure that the learning resource center performs its services efficiently. Since the rôle is so vital to the functioning of an effective library, it is essential that people in the positions of teacher/librarian be encouraged to gain as much training as possible. Only by being an informed professional librarian, as well as a professional teacher, can this person regulate the activities of the library, coordinate class times, planning times, library clubs, and the upkeep of the learning resource center. The position is a very demanding one which requires both training and experience to realize optimum productivity.

There remains one role that is essential to the service of the learning resource center. This is the role of the library assistant or technician. It is this person who is irreplaceable in maintaining the day-to-day operation of the learning resource center. This person, working with the librarian, has responsibility for the smooth flow of materials into and out of the learning resource center. This person looks after the repairing of books and materials, the charging out of books, collection of fines and some aspects of processing newly-acquired materials. It is this person alone who can free the teacher/librarian to attend to professional duties; therefore the importance of this position cannot be under-emphasized.

The deletion of any one of the aspects which has been mentioned: the learning resource center facility, equipment or personnel renders the center incapable of fulfilling its very important function in the school. Educational designers must ensure that each of the aspects is in place, so that with the proper training, experience and attitude, the personnel can make the learning resource center a holistic entity which is greater than just the sum of its parts. The learning resource center can be invaluable in Saskatchewan's educational future.

Karen Rongve, Chairman
Curriculum and Instruction Review
2220 College Avenue
Regina S4P 3V7

Dear Ms. Rongve:

On March 5, 1983 I attended the Regina meeting on Education. Enclosed please find a summary of the comments I made to your committee members at this time.

Yours truly,
Mrs. E. F. Abd-Elmessih
Mrs. E.F. Abd-Elmessih
223 Lockwood Road
Regina, Sask.
S4S 6E3

Issues in Schooling

March 5, 1933

The following comments are made as a result of our experience in the last year and some months as our eldest child is in grade one.

To briefly fill in the background our child entered Kindergarten in a large class (25). The children were an active group-active to the point where the teacher was having discipline problems. To complicate matters the teacher was pregnant and did not therefore possess the stamina that was required to cope with these children. This was two classes one in the morning and one afternoon. The teacher did her best but under these circumstances everybody has their limitations. In November, we, as parents, called the principal and superintendent expressing our concern and there was a teacher aide hired. After Christmas vacation they had a new teacher and seemed to settle a bit.

September 1982 - Grade one.

Our expectations were really high after the less than ideal year in kindergarten. By the end of September our expectations were dashed when the teachers (there were two classes of 23 & 26) were requesting the parents to approach the Superintendent and School Board because they were having difficulty in meeting the individual teaching requirements of these numbers. They expressed to us, as parents, " That only the best students would make it but the weaker ones would suffer. That they were ready to teach large classes but they were aware the children were not receiving what they deserve. What they miss this year won't necessarily show right away, but in years to come." These children would benefit best by having a third teacher.

The parents formed a committee, and met with the Superintendent, then with members of the School Board.

The Superintendent wanted to assure us there was no problem and everything was fine. The board was surprised we would approach them rather than following usual lines of communication. And, of course, the expense of another teacher was always foremost in any discussion. Board members were telephoned individually, they for the most part with one exception, were of the opinion that a teacher should be able to handle and, I expect, teach classes of even greater numbers than these with success.

The conclusion of all this was that on October 25,1982 it was decided, by the board that a teacher aide would be hired to work half-time in each classroom until Christmas when the position would be reviewed. The teacher aide commenced work on December 1st and has had the position extended to the end of this school year.

From this I have made the following observations:

(I) There is lack of communication between teachers, principals and administrators.

(II) Teachers are reluctant to express their opinions for fear of reprisals. Pressure is being put on teachers to cope with situations that are not acceptable. There is no respect shown by Administration for the best interest of the teachers and indirectly the students suffer.

(III) School enrolment dates for all classes should be set in the Spring not on the first day of the new school year. How can adequate services be planned if the numbers of students are not known?

(IV) All observations of the schools seem to revolve around the economy-we are told money is tight - teachers are expensive, books expensive, equipment expensive and on and on ... now, is the Schools Board's primary purpose to make money? Is it a business to make a profit? How do we as parents feel when our children are suffering because they did not get the extra teacher they needed and the school board cheerfully reports they have an accumulated surplus of $397,521.00! One teacher would not cost that much, or will this cover future remedial costs?

(V) Most of us, as parents have volunteered to help in any way possible, only to be refused-

In my opinion these attitudes are unacceptable. The system is not achieving desirable levels of performance. On the contrary the system is dragging the children down as well as the teachers. We must do better than this to meet our children's needs both now and in the future.

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Saskatchewan
Writers Guild Box 3986, Regina, Sask., S4P 3R9, Ph. (306) 522-0811

LITERARY ARTS IN THE EDUCATION CURRICULUM

A Brief and Recommendations

Presented by
The Saskatchewan Writers Guild
to the Ministers Steering Committee
March 30, 1983

Preamble

The Saskatchewan Writers Guild welcomes this opportunity to participate in the current curriculum review by presenting its views and recommendations to the Minister's Steering Committee.

It is our hope that the concerns and recommendations we raise will be given serious consideration in the curriculum review process.

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SUMMARY OF RECOMMENDATIONS

I. Canadian Content

Recommendations:

1. Canadian content regulations should be applied to school materials in all grades.

2. 30% of all grades 7 - 12 materials used in teaching English or language arts should be Canadian.

3. 10% of the Canadian content should consist of Canadian prairie literature.

4. The Department of Education should take the initiative in introducing Saskatchewan books and materials in Saskatchewan schools.

II. The teaching of Canadian Literature

Recommendations:

1. The establishment of an in-service program designed to acquaint teachers with existing Canadian books and materials and how to use them in Saskatchewan schools.

2. The creation and filling of a senior position to facilitate the planning and implementation of this in-service program and any other related programs and services needed to introduce Canadian and Saskatchewan literature and materials to schools.

3. Preparation by the Department of Education of materials designed to aid teachers in presenting Canadian literature to students.

4. Teachers who engage in writing or writing related activities should have this time recognized as valuable time for professional development.

111. The teaching of Creative Writing

Recommendation:

1. Creative writing courses should be available, apart from the normal English programs, in all possible schools at all possible levels.

2. These courses should be taught by professional writers and/or by qualified teachers.

3. Writers should be brought into the schools to give readings of their work and to talk with children on an ongoing basis.

INTRODUCTION

Recent research indicates that Canadian writers are concerned about the place of literary arts in today's education curriculum.

When Canadian writers were asked to identify what was most essential to the immediate development of the literary field in Canada, the largest percentage identified the improvement of public education and appreciation of Canadian literature. They also believed demand for Canadian books would increase if they were given wider exposure in schools. (Canadian freelance writers: Characteristic and issues, Research and Statistics Directrate, Departmert of Communications, 1982). Although the results are not fully tabulated, SWG research seems to concur. Our respondents also cite the importance of the education system in the development of literature in Canada and Saskatchewan.

A unique opportunity now exists to combine the concerns and interests of our writers and those of the educational system in this province. We urge that this opportunity be seized and the challenge to introduce our literature to our children, be met.

Of all the arts, writing occupies a unique position in Saskatchewan schools. It is accepted by almost everyone that all students should be exposed to literature as a part of their education; and it is assumed that every child should receive teaching and practice in writing. It is accepted that this is necessary because language is the medium of our everyday communication, both spoken and written. So every child is exposed to composition. This usually involves some practice of creative writing, varying with the approach of the individual teacher, but in general the creative component must be balanced against the demands of society and teachers of other disciplines that students be able to write well enough to express themselves in a variety of utilitarian areas.

Although the study of literature occupies a very important position in schools, many in our society fear that the basic skills of reading and writing are in decline. This is exemplified by the complaint of many university professors that a substantial proportion of students coming into their classes cannot write. Blame is then cast on elementary and secondary schools; teachers are accused of no longer teaching the fundamentals.

We think that there probably is a decline in reading and writing skills, although this is difficult to prove. This may be due in part to the fact that television viewing increasingly is displacing reading as a means of entertainment for children. Without debating all the effects of television viewing, it seems safe to say that it does take up time that might otherwise have been used for reading, and it may seem to some children to be an easier and pleasanter alternative.

We suggest, however, that there will be a continuing need for the skills of reading and writing, and that it is sensible and desirable to try to reassert their importance. It is a truism that students who read a great deal tend to write well. They do not need to be told that language can be exciting--they have learned this by osmosis. Children who have not learned it in this way are not convinced by being told.

We think that children's interest in reading and writing can be strengthened by the kind of changes we are suggesting--better qualified teachers, access to their own literature and that of other cultures, access to living writers. We would like to see a strong emphasis on the creative side of writing, from kindergarten to grade twelve, so that children can gain early experience of its pleasures. This means more and better children's books available in classrooms and libraries, more creative writing classes, more aids to presentation, more opportunities for children to see the creative work of themselves and their peers. We know, of course, that many teachers are trying to do at least some of these things, and these suggestions are not intended as criticisms of teachers.

What we would like to see is the elevation of creative writing to a recognized specialty, at both the elementary and secondary level; and that being a specialty it should be taught by teachers with special training in the field. We would like to see creative writing classes for teachers taught by professional writers; we would like to see writers invited to schools. We think that creative writing classes are justifiable and desirable on their own merits--as a creative activity of value to all children, and as an activity which can help develop writers.

We think that the kind of changes we are recommending could result in a much richer program of study for literature and writing, and serve a utilitarian purpose, the improvement of the language skills of our children. We think they could help revive interest in the written word, showing children from the earliest grades that working with language can be exciting and enjoyable. Contact with their own and other literatures can give children a wider understanding of literature, and can help link together all the "subjects" studied in school. It can give them a familiarity with artistic processes, and can introduce them to actual living artists. The latter can in turn show students that art is an actual alternative as a way of life.

We do not consider these suggestions to be in any way final or exhaustive. What we hope to see is a continuing process of consultation and involvement so that professional writers can help make decisions about the study of literature and writing in our schools.

I. Canadian Content

Recommendations:

1. Canadian content regulations should be applied to school materials in all grades.

2. 30% of all grades 7 - 12 materials used in teaching English or language arts should be Canadian.

3. 10% of the Canadian content should consist of Canadian prairie literature.

4. The Department of Education should take the initiative in introducing Saskatchewan books and materials in Saskatchewan schools.

Saskatchewan students are still exposed to a narrow spectrum of the world's literature. After many decades of a very heavy reliance on British writing, the content is now in a process of being widened, with an attempt being made to provide content from British, Canadian, and American literature, about one-third from each. From our discussions with some of our members who are teachers, it is our impression this balance is not always achieved, particularly in the area of Canadian literature.

We feel that Canadian literature has not yet received the emphasis it deserves in our schools, and that this is even more true of Saskatchewan literature. Because we think it is of crucial importance for students to be able to read the literature of their own country and province, we give a very high priority to strengthening the proportion of Canadian and Saskatchewan writing studied.

We do not think we should have to make a case for the study of Canadian literature. Other countries do not feel the need to rationalize the study of their own literature, and it is only in a country where this has not been possible for so long that it is even an issue.

We would like to make it quite clear, however, since these criticisms are often heard, that we do not advocate the study of Canadian literature at the expense of quality. Nor do we wish to see other literatures excluded; in fact, we would like to see the variety extended to include literature (in translation) of many more places--Europe, Australasia, Latin America.

We do feel that at the moment, the priority should be on the strengthening of the Canadian content, because it is vital to our children's understanding of themselves and their place in the world. It is also important for them to know that we are not different from the rest of the world in this respect, that we do produce art like other people, and that this art is important to them.

Two provinces have recently instituted 30% Canadian regulations in their schools. The SWG urges the Saskatchewan Department of Education to become the third.

Canadian content regulations have played an important part in the establishment of a viable Canadian entertainment industry demonstrating the vitality of our own culture to a surprised and often unbelieving public. Surprised because they had been educated not to expect a reflection of their own culture and environment in their schools, media and cultural institutions. While this has been changing slowly, most notably in the media and entertainment industries where content regulations exist, the schools lag far behind.

The SWG believes the introduction Canadian content regulations in Saskatchewan schools is an inexpensive way to assist the writing and publishing community in the province. More importantly, it is essential to the survival of a distinctly Canadian cultural heritage and identity.

II. The teaching of Canadian Literature

Recommendations:

1. The establishment of an in-service program designed to acquaint teachers with existing Canadian books and materials and how to use them in Saskatchewan schools.

2. The creation and filling of a senior position to facilitate the planning and implementation of this in-service program and any other related programs and services needed to introduce Canadian and Saskatchewan literature and materials to schools.

3. Preparation by the Department of Education of materials designed to aid teachers in presenting Canadian literature to students.

4. Teachers who engage in writing or writing related activities should have this time recognized as valuable time for professional development.

We are aware that few teachers of English have received special preparation in the teaching of Canadian literature. It is therefore not surprising that many feel uncomfortable about the idea of teaching it. To provide them with the background they need to feel at home in their own literature, we propose the establishment of an in-service program directed by a specialist in the field hired to facilitate the introduction of Canadian and Saskatchewan literature and materials in Saskatchewan schools.

The in-service program would include short seminars for English teachers of both elementary and secondary levels to provide basic introduction information about some of the writers, what they write, a study of some of the basic works, with suggestions on how to teach them.

Writers could be used as resource persons at the introductory level, as well as at more concentrated an in-depth workshops and in-service programs.

This program would need to be planned, implemented and directed by someone familiar with both the education system and the available Canadian literary resources.

The Guild also feels strongly that the Department of Education must incorporate lesson aids and school materials relating to the teaching of Canadian and Saskatchewan produced literary work, and the Guild is willing to assist in the development of these materials.

These could include filmstrips, video tapes, slide-tape shows, posters, recordings of authors reading their own work, information kits on Canadian authors, teacher's guides for selected works, and travelling book displays. The last mentioned would help to make students and teachers aware of Canadian (and particularly Saskatchewan) books of a quality suitable for use in English classes.

With the help of such lessons aids, we feel teachers of English and Literature would be more willing to take the jump from the teaching of traditional Shakespeare and Dickens to the more immediate Ken Mitchell and Andy Suknaski.

In addition, special English classes (for credit in the Faculty of Education) should be introduced, designed to prepare either elementary or secondary teachers for the teaching of Canadian writing.

These should be available at summer and evening sessions to enable teachers wishing to improve their qualifications to do so. These courses should be made compulsory for students entering the Faculty of Education who plan to teach English.

111. The teaching of Creative Writing

Recommendation: 1. Creative writing courses should be available, apart from the normal English programs, in all possible schools at all possible levels.

2. These courses should be taught by professional writers and/or by qualified teachers.

3. Writers should be brought into the schools to give readings of their work and to talk with children on an ongoing basis.

Admittedly, Literary Art is, to a certain extent, dealt with in the Language Arts and English courses in Saskatchewan schools. However the Guild feels that the present cirricula as it relates to Literary Arts is insufficient, in that in most cases it deals primarily with the responsive mode. In almost all cases, most of the writing done by students is expository in nature, and there is minimal emphasis on the creative or productive mode.

The SWG would like to emphasize the positive effects of introducing creative writing courses apart from the normal English programs presently available.

We feel this would be a positive approach to reinforce interest in basic reading and writing skills while opening exciting new avenues for expression and career choices.

At the elementary level, creative writing should be taught to all students by teachers who are trained to teach it. Children at this level should have the opportunity to meet and talk with writers who would also give readings.

At the secondary level, creative writing courses should be available as an art option in all high schools and should be taught by professional writers wherever possible or by teachers who have taken courses in creative writing and the teaching of creative writing.

We would, like to see writers available to high schools at least on a part-time basis. A writer could teach a class and also be available for individual consultation by students. We note here that we do not believe that it is necessary for writers to possess degrees in Education in order to be good teachers of creative writing.

The Guild has long advocated the position that practicing artists should become part of the school program by supplementing classroom programs and by being a live resource to the teachers. In fact, the Guild itself during the past few years has implemented its own program whereby Saskatchewan writers have visited schools and conducted creative writing workshops with students throughout the province. However, the limited funding the Guild receives for this program is insufficient to meet all the demands made upon it. The Guild strongly recommends that the Department of Education establish a grant program which will provide funding to assist schools in deferring costs which may be occasioned by touring artists, which of course, include writers.

The Guild has also long advocated the implementation of a writer-in-residence position in a school unit or units. The purpose of such a program would be to have an experienced writer available in one school district for a semester or two, to give readings, to direct creative writing workshops, and to assist the teachers of Literature in meeting their objectives.

Conclusion

We believe that implementation of these recommendations could help develop a co-ordinated program with important benefits. Critical and writing skills of all children would be strengthened. Students and teachers, as well as the general public, would be exposed to the writing of our country and province, which is a natural part of their heritage. In the process, we think there would be a growth in our sense of who and what we are--that we a people who can and do create exciting works, not merely the receivers of cultural products from outside writers and outside media. Finally, such programs can only improve the quality of creative writing being done in this province, expanding what is already a fine record on the part of our writers.

BRIEF FROM CANADIAN PARENTS FOR FRENCH, SASKATCHEWAN CHAPTER TO THE CURRICULUM AND INSTRUCTION REVIEW, MARCH 5, 1983

Canadian Parents for French says thank you for the opportunity to present some ideas on directions in education.

The Saskatchewan branch of CPF has been pleased to observe, and to be a part of, the startling and exciting changes happpening in this province in the field of second language education. Our goals as parents are: 1) to ensure that each Canadian child has the opportunity to acquire as great a knowledge of the French language and culture as he or she is willing and able to attain; 2) to promote the best possible types of French language learning opportunities; 3) to establish and maintain effective communication between interested parents and education and government authorities concerned with the provision of French language learning opportunities.

There are many obstacles in the way of fully meeting these goals. There are many challenges yet to face in Saskatchewan. But the reason these challenges are so exciting is because we know that the opportunity to learn both Canada's official languages, the opportunity and the right to be bilingual, is something that Saskatchewan families do want.

We see this in the unusual statistics: 10 years ago there were no more than a handlful of shcools in the whole province that offered immersion French programs -- the kind of French language learning that actually produces bilingual students. Today, nearly 50 schools are designated for for immersion, and they serve some 4,000 immersion students. The rate of increase in enrollments in such programs is approximately 25% per year.

This is happening in spite of the fact that most information about immersion French programs is word-of-mouth. There are no advertising campaigns. School boards seldom or never promote immersion. But the people of the province want the opportunity for their children...the kind of language opportunity that the parents themselves never had a generation ago in this province.

It is exciting to be part of a grassroots movement. And it is the grassroots -- in a recent survey CPF conducted among the general population in Regina, Swift Curent, Moose Jaw, Weyburn and Estevan, we discovered that 75% of responsdents want school boards to provide as much French learning opportunity as students wish, that more than 80 % feel it is valuable to learn a second language, that parents overwhelming recognize the importance of starting language learning at young age (kindergarten or grade one), and finally, and most important, that 50% of respondents who did not have Adaquate French language learning opportunities in their school board would enroll their children if such a program were available.

What's happening in Saskatchewan follows a trend that has already been established in every single one of Canada's provinces. And it's about time, too, that we see it here. For too long, a Saskatchewan education for the average child with average financial means meant a unilingual education. To have the chance to know our country's two official languages, and two great languages of the world, one had to have a wealthy background for travel or tutors, or one had to be very highly motivated and be willing to specialize in French at university, or else one simply had to grow up some place other than in Saskatchewan.

Now, for the first time, growing up in Saskatchewan doesn't have to mean our children lack a second language. Now they can have all the cultural, employment, travel and intellectual advantages that come with an enriched bilingual education. For the first time, bilingualism and all its advantages can be simple facts of life for ordinary children like yours and mine. And parents in Saskatchewan have responded in record numbers.

And our children have responded too, to the new opportunity. Their language skills are commendable (as shown be studies in both the separate and public school boards in Regina). Their academic skills are exemplary (as shown in the research for a masters thesis done last year by Lyn Hilton at the University of Regina). Those of us with children in French immersion programs know the programs work by any criteria -- social, practical and acadmic.

If things are so good, what are the problems? If we commend the provincial government that is providing these opportunities, what concerns are there?

There are challenges. There are problems yet to be overcome. And if the concerns are not faced, we will be depriving Saskatchewan children of the kind of opportunity that will let them become men and women capable of holding jobs or beingleaders in any part of Canada, in any part of Canadian life.

Here are the concerns we present to you as goals -- goals to make Saskatchewan education equal to the eduation of any other province:

1. Many Saskatchean communities still lack a French immersion program.

Sometimes a school board is reluctant. Often the parents in the community are not well informed of what they could have. Usually parents must first organize, petition -- sometimes even fight -- just to acquire a language opportunity for their children. Much more needs to be done to encourage school boards of the benefits of enriching their children's education. Much more needs to be done to inform young parents of language opportunites before their children are of school age.

2. School services are often not available to students in a French program.

For example, adaquate libraries, special needs programs, academic comparison tests in the French language ... all these are inadaquately provided, or non-existant. It is sad to say that in some cases, when we give a child the gift of a second language, we also take away some of the other services of our school system by offering those services in English only.

3. There is virtually no system of student exchanges with French communities in other parts of Canada.

This is a proven aid to the school system. Other provinces use it extensively. What an effective and exciting aid to learning language...and social studies and culture and geography... But parents are alone if they want to organize exchanges. There is no provincial service. We urge the department to work with national organizations like SEVEC, who can provide the coordinating services needed to give Saskatchewan children new opportunites for learning. The groundwork has been done by other provinces, now let's make use of it.

4. Core French needs attention.

While the cutting edge of language learning is immersion, we must never forget that the established core French program has its place. It will not produce bilingual students, but it will bestow a familiarity with language, and core will be -- for a long time and perhaps for ever -- the program that more than half of parents choose. Much more needs to be done to utilize some of the new developments that can take core out of its doldrums: early core, extended core, better materials, and so on. Educators and school boards have developed many methods of making core a truly effective program, and their ideas need implementation.

5.Curriculum is lacking for designated schools.

We know the department is working on this, and we urge that the work continue with all haste.

6. Teacher training is inadaquate.

Too many teachers are lost because they must study elsewhere to earn bilingual degrees. We encourage a full-steam-ahead approach to the University of Regina's proposed bilingual education degree program. Expanding enrollments mean teachers are in short supply, and our schools deserve the best-trained teachers we can provide.

Saskatchewan 912

Saskatchewan
Alcoholism
Commission

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3475 Albert Street
REGINA, Saskatchewan
S4S 6X6
March 31, 1983

Curriculum and Instruction Review
2220 College Avenue
REGINA, Saskatchewan
S4P 3V7

Dear Sir/Madam:

The Saskatchewan Alcoholism Commission is pleased to be able to respond to your committee's invitation to become involved in the Curriculum and Instruction Review presently being carried out by the Department of Education. On behalf of the five Education Consultants on our staff, I have been asked to summarize responses to your survey.

In accordance with the findings of current research, the Alcoholism Commission encourages and supports any programs which incorporate the goals of primary prevention of drug abuse for youth. As you will note, these goals, which are listed below, should not only be effective for prevention of drug abuse, but for prevention of delinquency, mental illness, vandalism and many of the other ills which are often symptomatic of our society today.
The goals are:
1. to develop/increase self esteem
2. to develop/increase communication skills
3. to develop/increase positive decision-making and coping skills
4. to develop/increase nurturing skills within the family
5. to promote good role-modelling on the part of adults

In other words, the Commission encourages life-skills programming which helps to develop the whole child so that (s)he is emotionally, physically and spiritually healthy.

To facilitate the goals listed above, we suggest:

1. That school programming be family and community-oriented. A healthy child develops with the support of his family and his community and so why should they be left behind when the child comes to school? The community schools are doing a great job in this area. Can every Saskatchewan school not be a community school? We strongly urge the Curriculum Review Committee to incorporate community resources into all aspects of educational programming from needs assessment to evaluation. The task at hand is too overwhelming for educators to carry alone. A co-operative approach is needed.

2. That school activities and evaluation methods that are competitive be de-emphasized in favour of methods that are co-operative. Every child deserves to be a winner, to be able to accomplish things and to experience the self-esteem and confidence that characterize a winner. The model of co-operative learning as promoted by the Department of Co-operation and Co-operative Development, has been proven effective in more than 600 studies for increasing self-esteem, communication skills, motivation, achievement, and so on. The school systems, therefore, should provide in-service training for all teachers in the co-operative learning method.
3. That all learning be inquiry-oriented and experiential with a range of options. From early on, children need to be presented with choices and with situations where they are required to interact with others. This way they learn how to solve problems and make decisions, how to gradually take responsibility for themselves and how to get along with others.
   Along these lines, peer participation programs such as peer tutoring and peer counselling should be encouraged.
4. That logical consequences for children be applied consistently. Children need to learn that they alone are responsible for their own behavior and that they have the ability to change and grow if they so desire.
4. That a greater emphasis be placed on the spiritual as a necessary complement to learning. Studies show that art, music, yoga, meditation, progressive relaxation, guided fantasy, and other similar activities enhance learning and develop persons more in tune with themselves and who are free to be what they are meant to be. This would also expose children to alternatives or natural "highs" as opposed to drug "highs" and would help them learn how to cope with tensions and boredom in a positive manner.

We are including three handouts with this letter as they may prove beneficial:

"Drug Education: What Can an Educator Do?"
"Goals of Early Intervention for Children"
"A Summary: Drug Education and Prevention Programs for Youth in Canada and the U.S.A."

Please do not hesitate to contact the Commission for clarification or for further information. Again, we would like to commend you for soliciting community input and thereby giving us an opportunity to respond.

Sincerely,

Mavis Holub

(Mrs.) Mavis Holub
Education Consultant
Youth Program

Saskatchewan
Alcoholism
Commission

GOALS OF EARLY INTERVENTION FOR CHILDREN

- PROVIDE FOR NURTURING PARENTING

  (establish a warm and caring environment)

- INCREASE SELF-CONCEPT

  (provide opportunity for the child to demonstrate responsible behavior, to accomplish things and to be praised and supported for efforts)

- FACILITATE COMMUNICATION

  (help to acknowledge and express feelings, develop friendships and reduce social isolation)

- IMPROVE COPING AND PROBLEM-SOLVING SKILLS

  (reinforce new and positive ways of expressing emotions; generate openness to informal and formal help; encourage alternative approaches to solving problems)

- PROVIDE GOOD ROLE-MODELLING

  (demonstrate healthful alternatives to drug use and abuse)

- EDUCATE ABOUT THE ILLNESS OF DRUG ADDICTION AND ITS EFFECTS ON LIVES

  (examine ideas about drinking and other drug use; encourage responsible behavior in connection with any drug)

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A BRIEF
TO THE
MINISTER OF EDUCATION
RE - ISSUES IN SCHOOLING

SUBMITTED TO THE CURRICULUM AND INSTRUCTION REVIEW COMMITTEE
BY THE
SASKATCHEWAN FEDERATION OF HOME AND SCHOOL ASSOCIATIONS
MARCH - 1983

Saskatchewan Federation of Home and School Associations would like to congratulate you on your appointment to the Education portfolio. We hope that we will be able to co-operate with you and your Department for the betterment of the education of all students in Saskatchewan.

We commend the Curriculum and Instruction Review Committee for their competency and efficiency in reaching vast numbers of parents, students and teachers throughout the province for their viewpoints on school practices, the quality of schools and the purposes of schooling. We are pleased to have the opportunity to respond on behalf of home and school associations.

Generally speaking, parents expressed a high degree of satisfaction with the education of their children. They felt that the most important function of the school should be to develop students as free individuals and aid them to find themselves. The second important function is to aid students to think critically, to interpret events and to do research. To do this a broad base in the social sciences must be provided to the student as early in life as practical.

SFHSA would like more Canadian content in the curriculum. There is a need for more interesting, colorful pictorial text books, particularly in social studies. We would encourage that students be given the option of research papers and class discussion as an alternative to examinations in social sciences.

Daily physical fitness activities which promote improved levels of individual fitness and effective nutritional practices recommending dietary changes as a lifestyle of students should be mandatory. More emphasis could be placed on activities such as golf, swimming, tennis, skiing, archery, which individuals may use following the school years.

SFHSA is satisfied with the compulsory requirement of twenty-one credits in Division IV. This makes it possible for more people to obtain a grade XII and does not deter others from taking more courses. However, students should be encouraged to take additional credits to broaden their education rather than spare classes.

Some study of basic law and human rights could be integrated into a social study course to increase students awareness of the laws which affect their rights and freedom. This would be particularly helpful in small schools where law classes are not offered.

Students progress should be monitored continuously so that problems are spotted before they become failures.

SFHSA wishes to thank the Department of Education for their development of a kit on the Gifted Student. We think it is very important to provide facilities to ensure the identification of the intellectually and creatively gifted and to set up education programs to develop these students to their full potential.

Although continuous progress might be an excellent theory, it is an impossible practice to carry out; there are too many students in different levels. Regardless of the subject or location of the school, highly individualized programs are required for each student.

SFHSA feels that parents should be encouraged to help students with homework. They can help students in elementary grades to read and assist with mathematics. Parents can help develop good home study habits. By providing a quiet, uninterrupted work area and expressing interest in subject content, parents can encourage students to attain their full potential. Studies show that the difference between "A" grade and "C" standing in Division III and

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IV is 1 - 1½ hours per day of homework, providing good use is made of the time.

We think that spelling should be continued as a formal study at least until Grade 8. Special attention should be given to spelling and word usage right through high school.

Some students are experiencing difficulty with the calculus program in their first year of university. SFHSA feels that this problem should be addressed to the University. If an introductory class is required perhaps it should be given by the University.

SFHSA deplores the closing of Sask Media. It is unfortunate that this valuable resource center ceases to exist.

Quality teaching candidates are of concern to SFHSA. Teaching requires a special person, one who is capable, caring and concerned. Not every student has a calling for teaching. SFHSA suggests better screening of students entering the College of Education. Perhaps this screening could begin in Grade XI and XII.

SFHSA stresses the importance of drug education for teachers and councillors. Teachers and parents need reliable information to deal with drug use among adolescents. The Canadian Home and School and Parent-Teacher Federation has prepared a kit Let's Talk About Drugs, which is an excellent resource kit for the classroom and school library.

School libraries are of prime importance in the school system. Students should be encouraged to read as much as possible at all grade levels. Qualified librarians are not required to staff school libraries.

The Curriculum and Instruction Review has stimulated much thought and discussion regarding education in our province. We appreciate the opportunity for parental participation.

THINKING ABOUT THE CURRICULUM

A Brief Submitted to the Curriculum Review Committee
(Saskatchewan Department of Education)

Since a curriculum, contrary to what may frequently be found stated in the literature, is a general outline or "map" of what should be taught normally in the context of a school it would seem that one of the most central questions to raise in a major curriculum view (like the one now in progress) is whether what children are taught and what is empahsized in their schooling is what should be taught and emphasized. Are the programs pupils are expected to progress through over some twelve years of their lives adequate? Critics of schooling agree of course that such programs are not adequate but because different philosophical or ideological beliefs underlie much of their criticisms there is no concurrence on what they think should be done. Apart from the absolitionists - the radical de-schooling movement[1] - there are those for example who maintain that schools have been too responsive to pressure from the larger society to take on increasingly more functions while others maintain that schools have not been nearly responsive enough. The former believes schools try to do too much with the result that precious curriculum time is taken away from the teaching of traditional (and essential) skills and values. These people favour schools concentrating on the teaching of what has recently become dubbed "the basics". The latter group, on the other hand, believes schools have not done enough especially to help pupils learn to respond intelligently to the newer forces at work in society such as high technology, the manipulation of social engineering and of the mass media, the revolution in sexual values, pluralism, and so on.

They believe the curriculum is remiss in not attending extensively to themes such as consumer life skills, values clarification, family life education, multi-cultural or cross-cultural education, (etc), which attempt in some way to address these issues. There is of course no easy or quick solution to a matter as complex as that of curriculum adequacy - to whether we have got the curriculum right for our children's schooling, kindergarten through grade twelve. In this brief submission I can only point to a few fairly general considerations which provide a framework for rational decisions about what should (or should not) be taught.

Among these considerations it should first of all be pointed out that schools do not have a particularly wide range of functions to fulfill. The two primary purposes they have traditionally served are: (a) to promote the individual development of pupils and (b) to serve the society. Purpose (a), which I wish briefly to comment on first, is most closely connected with the concept of education which involves the development of a breadth of knowledge and understanding. That development obviously is cognitive in nature so that to say one of the basic purposes of schooling is the individual development of pupils is to say that schooling (in part) is about the development of their cognition or their intellectual growth in some breadth[2]. Unfortunately it is not as well understood as it might be that other forms of human development including for example the emotional, aesthetic, and social all of which commonly are thought to be an exception to the rule, depend in a fundamental way on cognitive development. The latter in fact is a necessary condition of the development of the former. If the school curriculum therefore is to be faithful to purpose (a) - the educational function (broadly speaking) of schooling - then it must incorporate the wide range of achievements that are distinctive of the human intellect or mind. For the most part these achievements are to be found in our intellectual and cultural heritage including of course the significant advances of the nineteenth and twentieth centuries. What one finds when this heritage in its fullness is critically examined is, surprisingly, that the distinctive achievements of mind of which mankind thus far has been capable, are "captured" by not more than some five or six basic categories of thought. These have sometimes been referred to as forms of knowledge and experience or forms of understanding[3] and they consist of: mathematics, the sciences (which examine and explain the natural processes and phenomena in the world in which we live), historical and interpersonal understanding, aesthetics (involving literature and the arts), and moral understanding (involving considerations of "right", "wrong", of justice, fairness, etc.)[4]. The lines, in other words, along which it is possible for human cognition to develop are fairly well laid down. For the sake of our pupil's education (through schooling) there can in fact be little choice of the "forms of knowledge and experience" into which they must be initiated. The curriculum that is to serve the intellectual or educational purpose of schooling must therefore ensure that the main subjects students take under this heading carefully cover the five or six forms of human understanding. From there what is required is informed and intelligent teaching[5] at all levels not only to help pupils first master the basic cognitive skills of reading, writing, and calculation and relevant bodies of information and concepts necessary for the gradual explorations of the "forms", but to assist pupils in development of patterns of reasoning and critical judgment the forms incorporate. In fact it might be useful to think of the educational purpose of schooling as one in which pupils engage (to some extent at least) in "conversations" with their heritage - conversations, it is hoped, that will continue well beyond the years of formal schooling. That would not only handle concerns one might have about the use of leisure time, but clarify as well the place the much heralded concept of communication occupies in schooling. The idea of communication involved in "a conversation with the heritage" points out incidentally, just how poverty-stricken popular notions of "communication" such as "holding hands" or "maintaining eye contact" really are.

Having reached this point it might be objected that the present account of curriculum (and schooling) is too academic and elitist in nature. What schools are for however is not the development of intellectuals but the intellectual development of individual pupils.[6] Furthermore, schooling provides the only opportunity the majority of youths in society will have to widen their knowledge and understanding, as far as abilities will allow, through the help of systematic instruction. Nevertheless the account cannot be left simply as it is. It was mentioned earlier for example that to serve society was another primary goal of schooling and the most obvious way schools do this is through socializing pupils. For the sake of society's preservation (and indirectly for the sake of individuals themselves, it is argued) young people must learn to be participants in the way of life the society upholds. As the influence of the home has declined, however, it has fallen increasingly to schools to ensure that children be taught the acceptable habits, conventions, beliefs, and values of society and that they be steered to live by these beliefs and values. But it does not follow from this that the socialization function of schooling should be granted more curriculum time than the educational function. It should be noted, in fact, that while these two purposes of schooling are distinct they are not unrelated and they should not therefore be arbitrarily separated. The education function besides being an end in itself can also have value as a means. In serving that function of schooling the academic curriculum at the same time can be used to serve the socialization purpose as well. For example, history and social studies not only widen a person's knowledge and understanding but provide relevant information about the laws, institutions, customs and values of one's society that is indispensable (though not sufficient) to develop what might be called "good citizenship". A person could hardly live up to the expectations of society if he does not know in the first place what those expectations are and what they involve. Moreover, although a "good citizen" is broadly supportive of his society's way of life he is not necessarily uncritical of it. But to be critically-minded which involves the exercise of judgment on the basis of evidence and reasons is pre-eminently an educational objective especially though not exclusively of the higher levels of schooling. Thus, insofar as the informational and the critical-minded elements in learning to participate in the way of life of one's society are concerned there is no need for two separate formal curricula, one for each of the two primary purposes of schooling, nor is there need for additional curriculum time for the one purpose (socialization) over and above that for the other. By connecting the two primary objectives to one common academic curriculum in this way, the socialization of pupils cannot easily degenerate into non-rational or mindless processes of persuasion and to passive acceptance by pupils of the social status quo.

To be well informed about one's society and able to think critically about its customs, codes and institutions (etc) does not of itself however constitute a willingness to embrace or commit oneself to the way of life and practices it upholds. Certain positive attitudes (dispositions) have also to be developed. One must come to care about a way of life if one is to live and not merely to conform to it. At least in a democratic context this will normally involve caring about other people and about the development of right personal relationships that build on mutual trust, respect and cooperation. Such moral and social attitudes however are not strictly speaking a part of the formal curriculum of schooling which has been discussed to this point. There is however the question of the "informal curriculum". There is increasing evidence to show that if young people are expected to learn to live and share willingly in community and take some social responsibility they must be offered prior opportunities to experience and to "operate" in such settings. Schools for their part then would have to become more community-like in structure and organization. That would certainly entail the development of healthy teacher-pupil relationships based on respect and trust. But it would also involve some scope for students to participate in school decisions at some level and to take responsibility for the consequences of their decisions. Otherwise feelings of indifference or of alienation rather than of belonging are more than likely to set in. Thus the socialization function of schooling, insofar as the development of social and moral attitudes is concerned, turns to a large extent on the informal curriculum - ie, on the quality of the life and the atmosphere in school as a whole as reflected in the quality of interpersonal relationships and the degree of openness and

and justice in the structure of school authority.

I would like also to comment briefly on two other purposes schools serve which have implications for the curriculum. I refer to vocational preparation, and physical health and fitness. These are secondary purposes of schooling although it might well be objected that this amounts to a rather arbitrary demotion of these functions. That, however, is not the case. It is, of course, essential that pupils be kept fit and healthy otherwise they will not even be able to engage in their school education and socialization. Schooling in other words should be concerned with the body as well as the mind. But it does not follow from this that physical health and fitness rank as primary objectives along with that of education and socialization. Knowledge and information concerning human nutrition and of how and why the human body functions as it does while indispensable to knowing how to keep fit and healthy, should normally be covered by the curriculum for "education", being part of the broader discipline of science. Beyond that, keeping fit and healthy is largely a question of exercise (to which some curriculum time should be devoted) and attitude. However, it is not the case that school atmosphere and structure are nearly as relevant to the fostering of this type of attitude as it is to the social and moral attitudes discussed under "socialization".

With respect to vocational preparation there is a tendency to overstate the case for it in schooling. It has, obviously, no place on the curriculum for grades K through six or seven. Not only is this period too far removed from school-leaving ages, all the curriculum time possible at this stage is needed for the development of the basic intellectual skills (reading, etc), for the early stages of education, and for early socialization. Even in the secondary school years the case for vocational preparation is not as strong as one might think. It is well known, for example, that most industrial and commercial organizations and places of business which hire secondary school students prefer to train them in the relevant skills on the job. Instead of specific vocational (or job) skills these employers on the whole look for such qualities as basic competence in thinking straight (ie. logically) and writing coherently (which falls under the education function) as well as for social skills and attitudes such as politeness, cooperation, etc. (socialization function), and good personal grooming and appearnace (health and fitness function). Vocational counselling at the secondary school level is of course important but this activity is largely a matter of making available to students accurate information through the guidance office on the range of jobs in industrial, commercial, trades, (etc.) enterprises in the community. Since there are not strong reasons secondary schools (excluding those specifically earmarked "technical") should develop specific job skills, it would be inconsistent to feature technical, industrial and commercial skills prominently in the secondary curriculum. What has not perhaps been given sufficient attention however is the idea of vocational education as distract from vocational preparation. To have students take a "vocational class" in school that is at the same time "educational" would shift the focus away from narrow job preparation to seeing work for example as a natural but dignified activity of man. It is important pupils learn that no matter how menial a task is it is always better to be working than to be idle not merely because the person who works is economically better of but because prolonged idleness is an enemy of self respect. In classes such as industrial arts or home economics children can learn what it means to take pride in what they create out of "raw" materials with their own hands and develop, thereby, a sense of self-worth. These outcomes are as much educational as vocational.

Conclusion

In this paper I have not made explicit reference to the idea of a common core curriculum. It is however, implicit in what has been said. If the school's job is to provide "education" and "socialization" for everyone a range of school subjects selected to explore carefully the five or six broad but distinctive areas of knowledge and experience within which the development of human cognition takes place, must be taken by all throughout the years of formal schooling. In this matter the value of transmitting relevant bodies of systematic knowledge and information (including evidence, reasons) upon which the "higher" qualities of imagination, critical thought, integrity build is impossible to underestimate. The "doctrine" (widely held, it seems) that for understanding to develop it is better to teach concepts rather than facts is dangerous and misleading. For concepts without facts as the philosopher Kant pointed out are empty.

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March, 1983.

NOTES

[1] The recent Marxist criticism of schooling should also be mentioned in this context. This position maintains that because schooling in Western industrialized societies is based on "language forms" which are familiar only to the more privileged children in society it perpetuates the inequalities and injustices of the capitalist economic class system.

[2] The argument here presupposes that education and schooling are not synonymous.

[3] See Paul Hirst Knowledge and the Curriculum, Routledge and Kegan, Paul, 1974.

[4] It is a moot point whether "religion" is to be considered a further area of human understanding to be included on the curriculum for education in a state - supported "secular" school system. My own view is that since religion attempts to deal with the large questions of life, death, existence and of man's attempt to make sense of the idea of "Transcendent Being" it should be included as part of the education of pupils. The study of Christianity and Judaism has of course special significance for the understanding of our Western intellectual and cultural heritage.

[5] It needs to be stressed over and over how essential it is to have teachers in our schools who have a knowledge and understanding of their discipline(s) as well as the confidence necessary to explain and demonstrate to children the subject matter in terms they can understand and become excited about. Nothing could be more important in the development of children's cognition than the "intervention" of a teacher who loves knowledge and loves initiating children into it. It is for this reason that "innovations" such as the use of "learning packs" and greater parent involvement in classrooms both of which erode the time available for interaction between teacher and pupil should be viewed with a healthy skepticism.

[6] Every child has a right to develop its mind, and this extends even to handicapped children. Special education therefore, should never be viewed as an occasion for introducing the handicapped into soft, non-academic experiences but rather an opportunity to design specific diagnostic and teaching strategies to aid the development of their intellect so far as it is possible to do.

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Brief To The Instruction and Curriculum Review, Saskatchewan Education
Presented by the Women's Division, Saskatchewan Labour, March 1983.

Introduction

The Women's Division, Saskatchewan Labour has the mandate to work to eliminate discriminatory practises against women in all sectors of society. The programs, publications and work of the Division are recognized and valued at both the provincial and national level. Before commenting on the positive changes that can be assisted by progressive and inclusive curriculum policy from the Department of Education, an analysis of women's present economic position is needed as background information.

Economic Position of Women

Women are entering the paid labour force in greater numbers than ever before. In 1983, 50% of all women (between 15 and 64) work outside the home. By the year 2000, 78% of all women are expected to have paid employment.

Two thirds of women work because of financial need. Forty percent of the female work force are either single, widowed or divorced, and are dependent on their jobs as a primary source of income for themselves or their dependents.

In 1980, 40% of married working women had spouses earning less than $12,000 per year, making their contribution to the family income essential.

In 1982, half of all women working in Saskatchewan were employed in just two groups: clerical and service. If professional (mostly nurses and teachers) and sales occupations were added, 80% of women were employed in these four areas, compared to 67% of all women workers in 1971. Yet the number of women in these occupations holding decision-making power or managerial authority is minimal.

Women experience serious economic inequalities in Canada. On the average, women earn only 46% of what men earn. Even when they are in the same profession there are major gaps between women's and men's average income. In Saskatchewan, the average annual income for men in 1981 was $18,645; for women $9,383. This includes full and part-time workers. If only full-time earners are included, women earned $11,550 and men earned $16,850 (1979 Statistics Canada figures).

When women reach retirement age, their economic situtation worsens. Since pension credits are linked to life time earnings, the few women (one in five) who have pension plans receive lower benefits. If they are widowed, their spouse's insurance or retirement plans may have been seriously affected by inflation. Women who have worked as homemakers all their lives will have accumulated no pension credits at all.

It is hardly surprising that 66% of all women over 65 in Canada live well below the "poverty line" of about $6,000 per year for a single person.

Changing economic opportunities for women must involve changes in socialization, education and training as well as in hiring practices, equal pay legislation, parental support services, and the general organization and value of work in society.

This brief will concentrate on the changes required in education.

Education and Its Overall Effects on Women's Paid Work

Changes in the education system can lead to improvements in the economic status of women. The way women are presently socialized and educated results in most women being channelled into traditional, low pay, low status jobs, or even to anticipate not entering the labour force at all. This situation alone precludes the possibility of equality. Education is not being used effectively to give women and men the same advantages and opportunities in the labour market. That women suffer for this difference in the long run is indisputable.

We are all aware that education begins in the home and reflects dominant beliefs about the abilities and potential of female and male children.. Although attitudes are gradually becoming more liberal because of the enormous contributions made by the Women's Movement, there is still a very strong assumption that a woman's primary role is in the family, even if she has a job outside the home. On the other hand, boys are encouraged to be financially independent, whether or not they choose to have a family.

Parents, teachers and policy makers are acting on existing traditional stereotypes, encouraging girls and boys to pursue different interests and to value different achievements, solely on the basis of gender.

These powerful socializing messages begin literally at birth, and are continued and reinforced in the school system. Books, guidance materials, teachers' attitudes, school curriculum, and school policy continue to portray women in stereotyped roles. Teachers often share in the dominant ideology. Research has shown that teachers interact more frequently with boys, and allocate tasks according to traditional sex-typed norms. The difference in treatment and ideology affect both the skills and attitudes of students (Gaskell 1983, Sexual Equality in the Workplace).

In high school, stereotyping effects the course choices of female and male students. Areas that show sex differences include business, education, industrial arts, home economics, maths and the physical sicences (Gaskell 1983). In British Columbia, it has been reported that young women in the Business Program learn key punching and word processing whilst boys in mathematics learn computer programming skills.

Also as a result of stereotyping, young women continue to emphasize the importance of interpersonal skills and helping others on the job, but put less emphasis on status, income and potential for advancement. Their future career plans are usually made on the basis of what seems feasible and acceptable and not on the basis of a society that views females and males as having equal abilities and opportunities.

What the school system has to offer is very important. Until recently, young women were not allowed to take industrial arts. Repeatedly, Saskatchewan school principals are heard to say that it is because of "scheduling difficulties". Although it is our assumption that a policy exists in Saskatchewan allowing women to take industrial arts, the lack of enforcement by the Department of Education, and School Managers makes this policy questionable. Furthermore, the attitudes and in some cases outright hostility shown by many boys and male teachers to female students in industrial arts, still continues to be a major barrier preventing young women from having equal access to the industrial arts programs. It is interesting to note that the first young woman to graduate from the Balfour Technical Institute in Regina did so in 1982, fifty years after the school opened.

A background in industrial arts, maths, physics and computer science is increasingly required for all future prospects in the techno-vocational job areas. If young women are not being encouraged to take these courses, it will have a further serious effect on their future employment, income security, and career opportunities.

Career testing and vocational counselling in schools tend to be sex-biased (Diamond 1975). Young women are not only encouraged to seek traditional career paths, in many cases, they are actively discouraged from entering professions that are presently male-dominated.

Career models within the school follow this trend. Female teachers are underrepresented in the physical sciences, maths, and industrial arts; they are over-represented in home economics and business education. Principals and school administrators are largely male; kindergarten and primary teachers are almost all female. The message to boys and girls in the school system is undeniably clear.

Sexual stereotyping in schools is influenced by gender, by course content, and by the attitudes of society, parents, teachers and students themselves. The labour force is a reflection of the biased structures, attitudes and curriculum content present in our schools. The result is a considerable narrowing of options available to young women when they leave school to enter higher educational institutions, and the paid labour force. The education afforded by the school system clearly does not produce long-term benefits for women as it does for men. This inequity is demonstrated not only through occupational opportunities, but through the lifetime earnings, income security, and retirement benefits of all women. These differences cannot be lightly dismissed.

Recommendations:

1. that the Department of Education establish a Task Force to carry out a detailed review of Saskatchewan curriculum content, policies and practices, examining how these materials and structures influence the life choices of young women in the school system. This Task Force should include representatives from such organizations as the Saskatchewan Teachers' Federation Women in Education Committees; the Canadian Congress of Learning Opportunities for Women; the Science Council of Canada; as well as representatives from provincial post-secondary institutions.

2. that the Task Force proposed above also research the impact of gender-biased vocational counselling, and the lack of trained vocational counsellors in Saskatchewan schools.

3. that the Department of Education, in conjunction with other appropriate agencies, develop guidelines for the use of non-gender-biased curriculum materials, and that these materials be made available to all teachers, school trustees, principals, and superintendants in Saskatchewan.

4. that materials also be developed regarding the influence of gender biased teaching methods and attitudes amongst teachers, with guidelines for developing awareness of this issue, educating as to its impact, and suggestions for change.

5. that the Department of Education seriously address the problems encountered by other groups of students who face systemic and attitudinal discrimination in the school system: ethnic minorities, immigrant children, economically deprived children, and learning disabled children. Given the competitive nature of the education system, in addition to systemic biases, these children often experience profound feelings of failure, exclusion, and hopelessness.

Conclusion:

The paths of inequality for Saskatchewan people can be eliminated by a progressive, non-biased educational system which actively encourages the full range of opportunities for all students, regardless of gender, ethnic background, economic status, or intellectual ability.

We hope that the Department of Education, through its Curriculum Review, will develop new policies and practices enabling all students to mature into adults with the skills and confidence required for full participation in the economic, social, and political life of Saskatchewan.

Brief to Social Studies Task Force - Saskatchewan Education

by Women's Division

Saskatchewan Labour

The Women's Division of Saskatchewan Labour is presenting this brief to the Social Studies Task Force. The Women's Division mandate is to eliminate discriminatory practises against women in all sectors of society. With that objective, we feel that there are three problems which should be addressed in the social studies curriculum if discrimination against women is to cease. The problems are as follow:

I. teacher attitudes and biases;
II. student attitudes and biases; and
III. curriculum content.

We will present an analysis of the problems and their consequences below.

A. Problems:

I. Teacher Attitudes and Biases

Teachers are products of their society. They have been socialized by this society and they carry the values of this society. These values are translated into attitudes and behaviours which are overtly or covertly expressed in the classroom. Most teachers are not aware of or have not fully recognized their personal biases or how their biases are conveyed to their students. The attitudes of teachers, whether expressed or latent, are quickly absorbed, consciously or unconsciously, by their students.

II. Student Attitudes and Biases

Children at a very young age acquire the values of our society through family, peers and electronic media. These values are expressed in both attitudes and behaviours. Children transmit these values to their peers but children are not cognizant of their personal biases or the impact of their biases. Children come to school with biases which are usually reinforced by the school system.

III. Curriculum Content

Social Studies, in a simplistic analysis, is the study of people, places and situations, past, present and future. Women represent half of the population upon this planet but in reading the curriculum texts, one would assume that women did not exist in most periods of history. Very little material or content is devoted to women's work, roles, contributions and their impact on history, past or present. Issues, current events, history, institutions and government are discussed without questioning their impact on women or what influence women had on these. Women's true status or situation in Saskatchewan, in Canada or in the world is not portrayed. Since history has been written from the great person and event theory, it is understandable that 50% of the world's population is absent in the history of the human race.

B. Consequences:

I. Teacher Attitudes and Biases

Because teachers are a product of our society, most teachers will have sexist attitudes or prejudices. These biases are conveyed consciously or unconsciously to the students. Students, depending upon their sex, will internalize these biases in different ways. Boys will see women as being inferior, as having little to offer to the development or evolution of society, as persons who have limited occupational abilities and as population producers and child rearers. Boys and men will treat women in the way they have been taught to perceive them. Girls will see themselves as having little to do with important events and institutions of society. They will conclude that politics, decision making and government are men's domains. Girls will not recognize the impact of government policies and decisions upon their lives. Girls will limit their occupational choices and courses of study that will seriously reduce their career options. They will not develop their full potential or capabilities, physically, emotionally or intellectually.

II. Student Attitudes and Biases

Students come to school with biases which are further reinforced by the classroom situation. The school system does not teach children how to identify their personal prejudices. It rarely gives children alternatives to these biases or an understanding of why these attitudes are valid or invalid. It does not teach children to critically assess their beliefs about aspects of society. Students have tremendous influence upon their peers, younger children and siblings. Children can be vicious to other children who are different or who do not hold similar views. Children have been raised to be sexist. Girls, who are not pretty, not feminine and who have aspirations which are not traditional can suffer severe ridicule, criticism and ostracism from their male and female peers. Young women and men, who are not conformists in their views and behaviours, experience intense pressure to become like the rest of their peers. These pressures can be very damaging to children/students. Children would exert less peer presure if taught to sort out their personal biases and attitudes and accept the other person's beliefs or biases. Children who have not analysed and understood their personal views, will grow up to be adult men and women with sexist attitudes. Girls will grow up to be women who have not developed their full human potential.

III. Curriculum Content

As previously mentioned, the social studies curriculum tends to ignore women. This curriculum content reinforces teacher and student biases and attitudes. The consequences of student and

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teacher biases are briefly described in the preceding sections. By omission, the curriculum content perpetuates and justifies sexism and discriminatory practices against women.

Unless the three problems are addressed simultaneously, discriminatory practises against women and sexism will be perpetuated. These problems are interdependent and so are the solutions. You cannot expect to change curriculum content and solve sexism without addressing teacher/student biases and attitudes.

C. Recommendations:

I. Teacher Attitudes and Biases

Teachers, as a compulsory part of teacher training, refresher courses and inservice, be taught:

a) to identify their personal biases and prejudices;
b) to identify how their personal biases are translated into attitudes and behaviours;
c) how to control the transmittal of their personal beliefs in the classroom and around students;
d) how to counter the impact of their personal biases in the classroom; and
e) to design activities that positively portray women and women's roles without their personal views being transmitted.

II. Students Attitudes and Biases

Students, as a regualr and compulsory part of each years social studies program, be taught:

1) to identify their personal biases and prejudices;
2) to identify how their personal biases are translated into attitudes and behaviours;
3) to question and evaluate their personal points of view;
4) to seek all points of views and to assess/evaluate these views/positions before accepting one position;
5) to debate rationally all points of view;
6) to understand how their personal biases impact on other students, children and their peers;
7) to accept and respect others who do not think or behave the way they do; and
8) to recognize and value women's role work and contribution (past present and future).

III. Curriculum Content

(1) The Social Studies Curriculum content should be reworked to positively represent women by:

a) showing that women were present and active in all historical events and continue to be and will be in the future;
b) showing the impact of events, situations and institutions upon women individually and collectively (past, present and future);

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c) showing the influence women individually and collectively exerted on events, situations and institutions (past and present);
d) show positively that politics, law, economics and government are equally the concerns of women;
e) explaining why women are neglected in historical, political, economic and legal works;
f) portraying realistically the social and economic oppression of women past, present and future;
g) explaining why the social and economic oppression of women exists and who it serves;
h) discussing the barriers to women's advancement; and
i) creating role models for young women.

(2) The Social Studies curriculum should include activities that constantly remind students that women are a present and active force in all aspects of any society, past, present or future by:

- asking constantly the questions:

  - What were women doing on this day in history?
  - What influence did they exert, how did they exert it and why?
  - What impact did this have on women in i.e. in the homes, in the province, in the work force, within the family, etc?
  - What role did the women play?
  - Was their role high or low profile?
  - If a low profile, why?

- creating assignments which ask students to research a "women's" topic or issue or that any topic should discuss the women's role, impact on or influence of.

(3) Social Studies texts and reference material adopted for use should not be written from the great person and event theory but from the collective situation and collective action theory, background to the event theory, or a combination of these.

(4) Sexist language should be removed from all written material used in the social studies curriculum.

(5) A Women's Social Studies Advisory Committee could be set up to review and evaluate new curriculum materials.

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CURRICULUM AND INSTRUCTION REVIEW : PLANNING FOR THE 1980's

A SUBMISSION BY

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Saskatoon - March, 1983

FOREWORD

I would like to commend the Department of Education for taking leadership in establishing the Curriculum and Instruction Review Committee. In view of the timing it would seem particularly appropriate in terms of the concerns expressed in this submission.

I am hopeful that this document will prove useful in helping this Committee become aware of some concerns and some possible avenues for resolving some of them.

In conclusion I appreciate and welcome this opportunity to forward this presentation to your committee.

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THE PROBLEM

Background

In recent years nationwide and local studies in the United States and Canada by Campbell (1966), Kauffman (1967), Prediger (1973), Huff (1974), McTavish (1974), and the Ontario Career Action Report (1977), all seem to indicate that parents and students place high priority on educational and occupational guidance. In spite of this expressed need, a large majority of these youth and their parents appear dissatisfied with the type of assistance currently being provided in this area. To a large extent this frustration is well summarized by Herr (1977) who suggests:

> ...that students expressed a need for help with career planning stands in sharp contrast to the help students felt they received. The lack of student knowledge of work options and career planning reported in several of these studies also testifies to their need for help. Implicit in such findings is an enormous cost in time and energy in floundering and indecision that are expensive both to the individuals trying to find their place in society and indeed to society in work loss, diminished productivity and alienation. There are parallel studies which suggest that many students in college (university) are equally lacking in self identity, the college (university) experience relate to their career goals or dreams. Other studies indicate similar needs for career guidance in the adult population.

The Hillis Report (1966) and the *Report of the University of Saskatchewan Within the Community* (1971) attest to similar conditions existing in Saskatchewan. The latter report suggests:

> There is widespread dissatisfaction with the level of service now being provided... The present system fails to provide information and assistance for making vocational choices... Many students faced with inadequate information as to alternatives open to them drop out of school before having completed a high school program and others for the same reason, too frequently make choices inappropriate to their interests and abilities. High failure rates in and high dropout rates from university are a matter of widespread concern. A great deal of this apparent wasteage

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> of time and resources is attributed to counselling inadequacies.

More recently the results of a study of goals, objectives, and attitudes conducted by, Birnie (1976, 1981) in several Saskatchewan units (Turtleford, Moose Jaw, Davidson, Northern Lights, Melfort, Meadow Lake and Prince Albert) would seem to indicate that this problem still persists. Specifically it was reported that in contrast to assigning high priority (invariably rankings in the top one-third) to assistance with career planning, students in these units rated the quality of services actually being provided as very low. Finally, concern about the effectiveness of this assistance was also indicated in a recent survey (Morris, 1979) conducted by the Saskatoon Catholic School System in which it was reported:

> . . . All parents believed it was important for the student to consider a career during high school, however, only one-third of the sample felt that the guidance department was effective in this area (p. 13).

In spite of what has been stated above, we have good reason to be proud of our educational system in Saskatchewan. Each year many of the graduates of our schools do enter the world of work or continue their education at various post-secondary training institutions. By all accounts a considerable number of them take jobs and become very responsible citizens. As a consequence we can assume that the preparation of these successful students has been somewhat adequate. However, for other students there appears to be mounting evidence, as previously mentioned, that this preparation for the world of work and further post high school training has been less than adequate.

Why have we succeeded with some and not others?

There are no easy answers to this question. In an attempt to

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answer this question some have suggested that many current methods and techniques employed in career guidance at the school level, though useful, still nevertheless seem inconsistent with recognized theories and research generated by Ginzberg (1951), Super (1969), and Tiedeman (1963). Specifically these theories and related research call into question the practice of almost exclusively confining career guidance to the high school level rather than recognizing that one's career and the choices it entails is really an ongoing process extending over the entire life of individuals. Therefore programs implemented to facilitate career development should not begin later than elementary school (Tennyson, 1980; Hoyt, 1977; and Herr 1976).

Super (1957) and others also question the efficacy of many career guidance programs that focus almost entirely on helping youth by providing them with cognitive information about themselves (interests . . .), educational and occupational opportunities. They suggest that for most individuals career decisions are also very much influenced by attitudes individuals may have about themselves (self esteem), others and work. This contention is supported by a large-scale Canadian study done by Breton and Associates (1972). This study involved a 150,000 stratified sample of secondary school students from the ten Canadian provinces chosen to reflect size of school (large and small), location (urban and rural) as well as type of school (academic, vocational, commercial). In this study the researchers found that 33% (39.8% for Saskatchewan) of these youth had failed to express an occupational preference. They also suggest:

> . . . that failure to express an occupational preference is not a random phenomenon. Rather, it is associated with a number of attitudes about self, and towards self in relation to the future. It reflects the difficulties experienced in

> the vocational decision-making process. These difficulties appear to arise from a variety of sources (p. 51).

Among these sources they include:

1. The experience of identity problem - low degree of self knowledge.
2. The perception of the future with merger opportunities.
3. The sense of powerlessness.
4. Attitudes toward work.
5. Attitudes toward achievement.
6. The experience of handicaps to decision-making (p. 51).

As a consequence, it is suggested that career nights and guest speakers will do little for youth who have been conditioned to look upon work as drudgery. Career exploration programs using tests and computers used to surface tantalizing occupational alternatives may only frustrate them further if they feel they have very little control over their lives. What will be, will be, so why try! Attractive information about possible educational and occupational opportunities will be of little use to youth who lack decision-making skills and/or the confidence to process this data in meaningful ways. Logical, rational, factual up-to-date information about the world of work will often be misinterpreted by youth who think poorly of themselves (low self-esteem).

It is becoming clear that an effective program of career guidance cannot be confined, at the high school level, to dispensing logical rational information about self and the world of work. Rather it should include a new emphasis directed towards helping youth acquire important skills (decision-making, interpersonal skills, job-getting as well as job-holding skills) as well as developing more positive

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attitudes towards self (self concept) and work. In other words, it is becoming recognized that to effectively promote career development attention must also be simultaneously focussed on personal and social development. Improvements in these two latter areas of development need to be started early in the lives of children.

What have we done?

From the previous discussion it is clear that not only do many of our youth seem ill prepared for their entry into the world of work, but a great deal of theory and research calls into question many past and current methods of providing career guidance almost exclusively at the high school level. Recognizing that one's career and the choices it entails is really an ongoing process continuing from the cradle to the grave, the Department of Education introduced career education into Saskatchewan schools. Inasmuch as career education is to be taken by all students on an ongoing K-12/13 basis, then it becomes obvious that the counsellors in a school district can no longer be expected to be the sole deliverers of this undertaking. Much of this staffing, especially at the elementary school level, will have to be taken over by others, namely regular classroom teachers. Instead of treating career education as a separate subject to be taught in a particular block of time, all teachers especially at the elementary school level are also being urged to infuse its content into the teaching of all their regular classroom subjects.

It is suggested that many of the important attitudes (about self, others and work) as well as the skills (interpersonal and decision making) cannot be developed and maintained unless children experience and practice them in all their classes. As attractive as career

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education may appear in terms of theory, research and its potential for meeting the needs of many of our youth, its implementation into schools in Saskatchewan has not been without its difficulties. At this point the writer would like to discuss some of the impediments to its implementation and propose certain steps that may be taken to overcome this situation.

Though hard evidence is difficult to come by, the writer in the course of his contact with teachers and counsellors in this province is becoming convinced that up to the present time career education has been only minimally implemented in our schools. For example, in one large urban city the suggested allotment for career education is 30 minutes per week at the division I and II levels. At the division III level, 60 minutes per week is shared for the teaching of career education, family life and health. At the division IV level, with one exception all the collegiates offer career education as an elective. Finally, as a general pattern, it would also seem that the infusion of career education into the teaching of all subjects by teachers, as suggested by the Department of Education, is just not happening especially at the division I, II and III levels.

This is not to suggest that those responsible for implementing this program are not concerned. They are! Rather, as the writer sees it, many of them appear to be at a loss as to how to integrate its content into the overall curriculum. This concern is reflected in a recent submission to Curriculum and Instruction Review Committee by the Saskatchewan Teachers Federation (1983) which reads as follows:

Recommendation #1

> Personal, social and career development will not happen incidentally in an already full program, and steps need to

> be taken to develop specific materials in these areas. (Note: Saskatchewan does have a K-12 Career Education program, but we question whether it is being used as a vehicle to help develop these needs.) (p. 23)

There is no question that the development of specific material for use in this area is necessary. However career education may also fail for other more important reasons. First, unlike the implementation of many typical courses or programs (e.g. in mathematics, science, physical education . . .) that may involve only a few teachers in their area of specialty, the introduction of career education, especially at the elementary school level requires the active participation of almost all the teaching staff. Since most teachers will have neither the training nor, in some cases, the inclination to become involved in career education, then we should not be surprised if many initially are not enthusiastic about its introduction. Furthermore, already feeling hard pressed to cover what they perceive as the "essentials" many will not welcome the infusion of extra content into their regular lessons. In connection with a proposal to introduce career education into the Calgary school system Feltham, Gaetz and Morris (1980) report:

> Teachers expressed frustration with constantly changing curriculum and subsequent drain on their time . . . Teachers do not want any additional courses because the present changes are all that they are able to cope with at this time.

Still others according to Grubb and Lazerson (1975) may interpret this intrusion as an organized attempt to vocationalize education. These teachers will reason that their function is not to turn out "workers" but "educated people". Let it be said these are legitimate concerns that need to be addressed. Simply putting a course guide into the hands of teachers supplemented with a brief one or two days' workshop is not enough to insure the successful implementation for such a far-reaching innovation.

Training and leadership

To meet this challenge it is suggested that a new high in training and leadership will be necessary. With this in mind the Department of Educational Psychology, University of Saskatchewan is proposing training in career education at three levels of responsiblities be provided. At the first level all teachers involved in this area be encouraged to become more knowledgeable about the conceptualization, rationale and various resources which can be employed. For this purpose a course, Educational Psychology 425, has been created and given for the past two years. This course is dedicated to answering such questions as: Why career education now? What is career education? Why should I become involved in career education? What are some of the more promising materials and methods which may be used in attaining some of the goals of career education? Hopefully such training would be required on a pre-service basis for all teachers, especially at the elementary school level.

To provide for leadership in this area, it is suggested that all anticipating entry into the schools as counsellors be required to take additional training. For this higher level of involvement an additional course at the graduate level, Educational Psychology 825 (An Advanced Seminar in Career Education), has been developed and given for the first time in the fall of 1983.

Finally, it is recommended that a limited number of consultants be trained to function as program directors, staff developers, workshop organizers (in-service), curriculum designers, and implementors to whom

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teachers and regular counsellors can turn for assistance. For a more detailed description of this training program which has been developed, the reader is referred to Appendix B and C.

RECOMMENDATIONS

I believe, as previously indicated, that there is evidence to suggest that the citizens of Saskatchewan not only place a high priority on helping youth with the transition from the world of school to the world of work but also that much of this assistance can and should be provided by our schools. I also believe that there is also mounting evidence that this priority is not being reflected by many schools in terms of quality programs devoted to providing assistance in this area. Finally, if during the present depressed economic times, many of our youth feel inadequately prepared to market their education in ways that are satisfying to themselves and a value to society, I question whether the citizens of Saskatchewan are getting full value for their educational dollar.

For the purpose of these recommendations the term career development will refer to helping youth develop ties with the world of work so that they will have the knowledge, skills and attitudes necessary to make a living. For the developing individual his/her career is a basic part of human development. It includes career awareness, career exploration, career decision-making, career progression and career maintenance.

In view of the previous discussion I am making the following recommendations to be considered by the Curriculum and Instruction Review Committee.

Recommendation #1

The Department of Education adopt a general goal relevant to the promotion of career development.

I believe the delineation by the Department of Education of such goal as one of the overall general goals of education would be a sign to all they are cognizant of the real need to promote career development in our schools. In spelling out this goal it would be important to distinguish among a number of terms and their implications relative to career development. These include: career education, and career guidance, work education, vocational education

Recommendation #2

Through its resources, influence and support, the Department of Education actively take steps to ensure that the teachers and administrators are aware of the high priority which parents place on the promotion of career development.

This is not to say that the Department of Education has not been involved in promoting the career development of youth in this province. They have! Recently the Department prepared and made available to teachers of this province detailed curriculum guides in career education. Likewise it has, through a bursary program, encouraged teachers and others to take courses in career guidance and career education. Also one- and two-day workshops have been provided for teachers and others in the area of career education. This is good!

However in spite of these attempts, I am convinced that the high priority being demanded for the promotion of career development by the citizens of this province is not being matched with corresponding quality programs and ongoing practices in our schools. In many ways the schools are not to be held responsible for this situation. As previously discussed, with very little additional resources and incentives they have been required to take on the teaching of a course for which most teachers have neither the training resources, nor in many cases the inclination to undertake.

Recommendation #3

The Minister of Education be directed to set up a task force with a mandate to:

(1) identify the desirable elements in a program for promoting the career development of youth in our schools.

(2) assess current programs in Saskatchewan for:

  (a) adequacy i.e. Do the programs offer a full range of services as measured by these desirable elements?

  (b) quality i.e. Is the quality of services in each of these elements satisfactory?

(3) determine those elements which are the most pressing.

(4) make recommendations to the Minister of Education based on the information collected.

If the Minister of Education feels the need for more documentary evidence as to the need for changes and possible remedies, the writer is recommending that a task force be set up to provide this information.

EPILOGUE

It would seem that Grant Devine, the Premier of Saskatchewan is likewise concerned about youth being prepared for the "transition from schooling to the world of work". In a recent press account of his address to teachers at Showcase '83 (March 19) he suggests:

> PREMIER RECOMMENDS CHANGES*
>
> Improved programs to prepare students for careers should be near the top of the list of school priorities. Saskatchewan Premier Grant Devine said Friday.
>
> Devine told teachers at the Showcase '83 education conference that present methods of preparing students for work will have to be changed.
>
> "We will have to pay more attention to the transition from schooling to the world of work," he said.
>
> "As far as schools are concerned, we may have to look at our vocational and technical courses as an exploratory, rather than preparatory, activity."
>
> Conceding that job prospects for graduates are "bleak," Devine said employment-oriented training no longer guarantees students a spot in the work force.
>
> The philosophy behind such training has to be brought up-to-date, he said, especially since many workers will hold two or three different jobs during their working life.
>
> The objective of training for a single career seems short-sighted," Devine said. 'An important objective is to learn how to prepare for a working life of change."
>
> One way of achieving that end is to ensure students gain the self-knowledge necessary for proper career decisions.
>
> "We need to look at schooling largely as an opportunity for students to get to know themselves, what their strengths and weaknesses are . . . and to get to know the tough realities of the world of work and the world of adult responsibility," he said.
>
> Devine also suggested that work-experience programs can give students valuable lessons about what to expect when they graduate (p.3).

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*PREMIER RECOMMENDS CHANGES. The Leader Post, March 18, 1983, p.3.

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APPENDIX A

Career education :
What it is not and what it might be

(Journal article)

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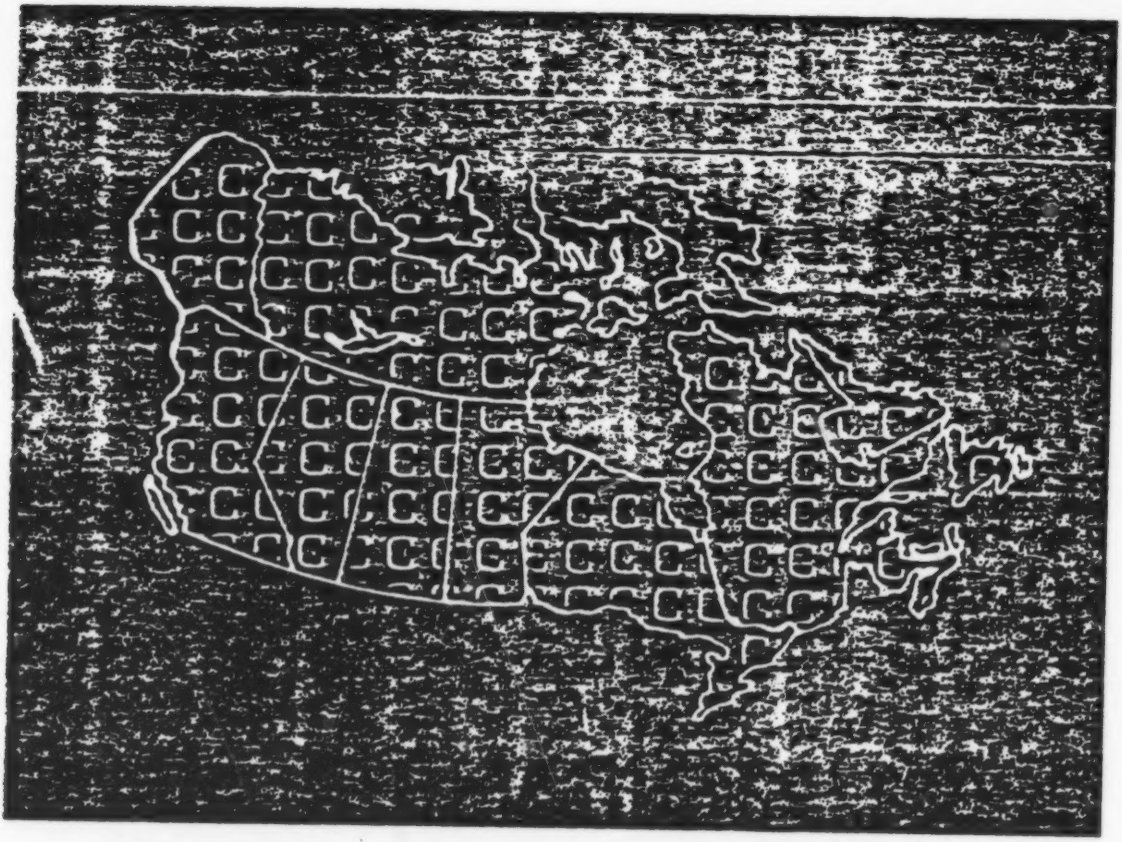
CANADIAN COUNSELLOR

JOURNAL OF THE CANADIAN GUIDANCE AND COUNSELLING ASSOCIATION



CONSEILLER CANADIEN

REVUE DE LA SOCIETE CANADIENNE D'ORIENTATION ET DE CONSULTATION

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CAREER EDUCATION: WHAT IT IS NOT AND WHAT IT MIGHT BE

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Abstract

The sudden popularity of career education may prove to be its own worst enemy, for almost everyone will try to use it for his own ends. The key question may be, what is *not* career education and how may it be prevented from masquerading as the real thing. With this in mind, several current approaches which have at times been labelled career education are examined and found to be somewhat atheoretical and inconsistent with accepted definitions of career education.

In an attempt to clarify this situation some general notions derived from career development theory are examined. Finally the implications of these notions for practicing counsellors are discussed.

Résumé

La soudaine popularité de l'"éducation à la carrière" risque d'être éphémère si tous et chacun l'utilisent sans discernement. Une façon de démasquer les abus possibles consiste d'abord à définir ce que n'est pas l'"éducation à la carrière". C'est dans cette optique que sont passées en revue diverses approches faussement représentatives du fait qu'à l'analyse, elles s'avèrent inconsistantes et sans fondement théorique par rapport à la notion acceptée d'"éducation à la carrière".

Dans une démarche de clarification, l'auteur considère quelques notions générales issues des théories du développement vocationnel et en discute les applications pertinentes pour la pratique du counselling.

"Be it resolved that the Canadian School Trustees Association promote and recommend that the Full Members (provincial associations) take the following actions to improve the employability of youth, and the effectiveness of career guidance in the schools:

(a) that they recommend to their departments of education and local school boards that each student should have access to a comprehensive career education program, from K – 12/13, which clearly outlines desired learner outcomes, and (b) that they recommend to provincial departments of education the certification of career guidance counsellors, and the establishment of minimum requirements which will ensure the proper delivery of career education."

This resolution was passed unanimously by the Canadian School Trustees Association (1980). In a position paper (1980) prepared by this same organization supporting this resolution it was suggested that movement in this direction was supported by "widespread public dissatisfaction with the manner in which schools prepare young people for jobs" (p.1). Much of the blame for this lack of preparation, it may be intimated, lies squarely on the shoulders of counsellors. If they want to hold

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their jobs in these times of economic restraint, declining enrolments, and increasing demands for accountability, it was further suggested that they will have to take steps to define their roles in more relevant terms and improve their qualifications.

After years of criticism (McTavish, 1974; Huff, 1974; Ahrens, 1977; Lennard, 1978) and this latest blast, it would seem that counsellors are being put on the spot to do something. This is not to say that they have not been concerned about these negative evaluations. They are concerned. In an attempt to improve these services, counsellors in the past few years have instituted some helpful and important innovations which will be mentioned briefly later. This is good.

As useful as these changes have been, the School Trustees are insisting that these changes are simply not enough. In proposing career education, they are calling for some rather fundamental changes with respect to the provision of career guidance services. In a recent cross-Canada survey by Bedal (1979), it was found that a majority of provincial directors responsible for guidance is also not only stressing the need for career education but also is indicating that it is their present priority in guidance.

As interpreted by Super (1976), Herr (1976), Hansen (1977), and Hoyt (1977), the adoption of career education implies that these guidance services should be modified to treat career choice as a developmental *process* extending over many years rather than an *event* occurring largely at the high school level. The achievement of the goals of such a program would necessitate the implementation of a career education program K – 12/13. Later in this paper the details and the implications of this proposed innovation will be discussed more fully.

There is no question that many counsellors are, or will eventually be, pressured to become involved in career education. But before counsellors move in this direction, it is necessary that they start asking some rather important questions such as: Why the sudden urgency for career education? If guidance services go this route, how is this new emphasis going to affect me as a counsellor? Do I continue as I have in the past, or will I have to change my thinking about career guidance? The writer believes that counsellors might make a start in answering these questions by finding out what career education is *not*. The utility of this approach is supported by Evans, Hoyt, and Magnum (1974) who suggest:

> "The sudden popularity of career education may prove to be its own worst enemy, for almost everyone will try to use it for their own needs. Thus the key question may well be: what is *not* career education and how *can* it be prevented from masquerading as the genuine article thus diverting attention and resources from the goals and activities to which real career education is addressed." (p. 272)

With the above approach in mind, attention in the first section of this paper will be focused on, *Career Education: What it is Not*. As a first step in determining what career education is not, it will be necessary to establish a rather important distinction in terminology.

"Career" and "Occupation" are not Synonymous Terms

In common usage the term *occupation* is often used interchangeably with *career*. For example, "John has chosen dentistry as his future career" or "John has chosen dentistry as his future occupation." In commenting on career education, Super (1976) suggests that the term *career* should be defined as a sequence of roles in the life of an individual of which *occupation* is only one. That this is also the interpretation of the term *career* preferred by the writers of the CSTA position paper is obvious when they define it as:

> "... the total series of roles and work experiences a person occupies throughout life. It includes schooling, continuing education, employment, volunteer work, homemaking and retirement." (p. 1)

This definition would appear to be in sharp contrast to one proposed by Sidney P. Marland (1974) who is often given credit for starting the career education movement in the United States. He contended that "their occupation is really their career" (p. 43). As will be seen later, making this distinction between *career* and *occupation* has some important implications in determining the nature and the direction career education may take.

At this point, the writer will turn his attention to some approaches which he believes, though helpful in assisting our youth enter the world of work, *do not* in themselves, or in any combination, constitute what he believes to be a comprehensive career education program.

It is Not Just Providing Job Skills

As noted by Hansen (1977), the equating of career education to occupational training represents the narrowest conceptualization of career education. The writer is reminded of the school principal who suggested that all students should graduate from high school with at least one readily saleable work skill. For some boys this might be welding and for girls typing. In a broader perspective, this orientation might appear to be somewhat consistent with some important objectives commonly attributed to vocational education. Hoyt (circa, 1977), however, makes an important distinction when he suggests that whereas:

> "... vocational education represents a body of substantive knowledge designed to provide students with specific vocational skills necessary for entry into the occupational society, career education's main thrust is on providing students with skills and attitudes necessary for changing with change in the occupational society." (p. 7)

That this distinction is not always made is evidenced by comments made by Dellefield (1974), the former U.S. Executive Director of the National Advisory Council on Vocational Education.

> "There is nothing mysterious or esoteric about Career Education. If it means anything at all, it means preparing for entry into the world of work. We can theorize it to death, or we can get down to the business of giving people job skills." (p.11)

There is no question that in a time of high unemployment this focus may become increasingly favorable to those desiring a more immediate and supposedly more practical form of career guidance. There will also be those who will question whether schools should assume a responsibility for providing this type of education. As will be seen, this orientation not only equates *career* to *occupation*; but it is also atheoretical in terms of the career development notions of Super (1957) and Tiedeman (1975). The major point, however, as indicated by Hoyt (circa, 1977) is that "vocational education and career education represent two distinctly different thrusts towards attainment of the goal of education, as preparation for work" (p. 8).

It is Not Just Providing Information

Further along the continuum is the notion that work is pivotal, and that preparation for it can be facilitated by accurate up-to-date occupational information. Some of the flavor of this very popular orientation is captured by Sankey (1978) who, in commenting on career guidance in Canada, suggested:

> "Yes, we have provided them with answers to questions: what are my interests and aptitudes, what are the occupations that are most compatible with my interests and aptitudes, and how can I prepare for and advance in these occupations? These are important questions that need to be answered. In providing this information we have used tests, occupational monographs, college and university bulletins, career nights, field trips to industry and post secondary training institutions, guest speakers..." (p. 14)

To further help Canadian youth wade through this plethora of information, computerized career exploration programs have been developed (CHOICES, VPIC, & CAOE) in Canada. To provide up-to-the-minute data on the occupations surfaced in this exploration, computerized information systems such as SGIS have been developed.

Implicit in this use of materials and methods seems to be the notion that many of the problems associated with entry into a world of work can be resolved if only our youth can be provided with factual up-to-date information about self and the world of work. There is no question that many of our Canadian youth have been assisted by these well-developed information materials and exploration programs.

Inasmuch as this very popular approach is almost entirely confined to the high school level, however, one is led to the conclusion that career choice must indeed be an *event* and not a *process* extending over the lifetime of an individual as described by Super (1957). By implication, this orientation of concentrating largely on occupational and educational information at one point in the school program seems to be stressing *occupational* rather than *career* education.

In summary let it be said that much of

this current information provided at the high school level, whether it be about self, occupations, or training is important to many youths; it has to be! But by itself, no matter how well-developed, it may not be very useful to many other Canadian youth struggling with long standing unresolved developmental concerns associated with poor attitudes about self, others, and work (Breton, 1972). More about this later.

It is Not Just Providing Work Experiences

Another orientation further along the continuum that is often equated with career education is experiential education or work experience programs. This approach suggests that in preparation for entry into the world of work it is valuable for youth to combine school and actual work experiences. This need, according to Toffler (1974), is necessitated in societies such as ours which isolate their youth from direct involvement in adult activities of the real world for the first 16 to 20 years of their lives. In doing this, he further indicates, we may very well be doing a great disservice to our young people by delaying needed experiences for promoting their social and vocational maturity.

Woodsworth (1974) suggests that such an experiential component may take the form of credited work experience, part-time attendance at schools combined with part-time work, volunteer work, and summer employment. The work study program, limited largely to slow learners and potential dropouts, is a very common feature in many of our Canadian schools.

As can be seen, the popular notion combining work and school experiences is not new. However, the most recent approach, Experienced Based Career Education (EBCE), funded by the National Institute for Education (NIE) (1976) represents a rather significant change in the typical format. In EBCE programs the youth do not typically continue as regular members of a high school, but rather in external workaday settings they acquire knowledge and basic skills through carefully planned experiences.

Recent evaluations of EBCE by Bucknam (1976) suggest that it has resulted in improved student attitudes and that its effect on preparation for further education and the job has been positive. There is no question that such a program may help some of our youth see more meaning and purpose in acquiring competence in the basic academic skills which currently, as Sprinthall (1979) indicates, they see as largely irrelevant.

As attractive as EBCE and other experiential education programs may appear to their supporters, they nevertheless seem to have their shortcomings. First, inasmuch as the availability of work stations in business and industry would of necessity be somewhat limited, the number of youth participating in such a program would likewise be very much restricted. Second, confining this program to high school would seem to ignore Super's contention that career development is not an event but an ongoing process continuing from the cradle to the grave. Finally, Hansen (1977) suggests that as attractive as EBCE and other experiential work programs may be, they represent just one strategy among many which will be required in a comprehensive model of career education.

It is Not Just Career Development with Work as Focus

Further along the spectrum is the approach that embodies the notion that career development is a process that needs to be facilitated throughout K-12 and beyond. Of the orientations presented up to this point, this is clearly the only one that appears to be more consistent with Super's notion of career choice as a *process* and not an *event*. Because of his position and his publications elaborating on this orientation, Kenneth B. Hoyt (circa 1977), as Director of Career Education in Washington, has become probably one of the most influential persons in delineating this approach to career education.

Hoyt's orientation has much in common with an approach which will be discussed later in this paper, and will be mentioned in more detail at that time. It should be noted, however that in spite of the fact that Hoyt's model represents a breakthrough in terms of theory, Hansen (1977) is still critical of his approach because:

> 1. it puts too much emphasis on work and the economic role;
> 2. while it says (mentions) unpaid work, the emphasis is really on paid employment; and
> 3. it pushes the traditional work ethic. (p. 17)

In summary let me suggest that in preparing our youth for the world of paid employment I believe that the acquisition of job skills is helpful, the provision of up-to-date accurate occupational information has to be important, and the inclusion of work experience where possible is desirable. Furthermore, I believe that Hoyt's model of career education based on career development theory represents a gigantic step forward in programming. However, it is my considered opinion that if each seperately and/or combined were instituted fully the result would not include all the outcomes considered important in a comprehensive program of career education. More about this later.

What then should we be doing differently? In an attempt to answer this question, attention will now be focused on the second aspect of this paper, namely, *Career Education: What it Might Be.*

In delineating the form that career education might take, the writer will concentrate on conceptual notions derived largely from theories and research generated by Ginzberg and associates (1951), Super (1957), and Tiedeman (1975) as well as the interpretations of these theories and recent developments in career education by Herr (1976), Hansen (1977), and Hoyt (circa 1977). In particular, attention will be concentrated on some general notions about career development which seem to be relevant with respect to the form that career education might take.

Notion n° 1.

> *Career development is an ongoing process which extends from infancy through adulthood (Super, 1957). Therefore programs implemented to facilitate career education should not begin later than elementary school (Hansen, 1977; Hoyt 1977, and Herr 1976).*

Thus career development, a very important component in any career education program, should not be treated merely as an *event* occurring largely at the high school level but as a process extending over the entire life of individuals. As a consequence one might expect that the previously described programs (skill development, information dissemination, and work experience) concentrated at the secondary school level may be somewhat limited in facilitating this lifelong ongoing process of career development.

As reported in recent issues of *COGNICA*, many provinces are either discussing or having already instituted programs of career education K – 12/13. As a general impression, though not easily documented, it seems to the writer that much of this activity, however is still concentrated at the high school level. If this continues to be the trend, it would appear that this gap in a supposedly ongoing process may be the very undoing of what otherwise may have been effective programs in career education.

Notion n° 2.

> *Career development can be described in terms of learning tasks which are differentially important at different life periods (Super, 1957; Havighurst, 1964; Tennyson, 1975).*

Typical of these learnings are the sequential developmental or management tasks outlined by Tennyson, Hansen et. al. (1975) and summarized in Table 1. The titles of these tasks are suggestive of sequentially ordered

Table 1

Career Management Tasks

Attending Stages –– Grades K-3

1. Awareness of Self
2. Acquiring a Sense of Control Over One's Life
3. Identification With Workers
4. Acquiring Knowledge About Workers
5. Acquiring Interpersonal Skills
6. Ability to Present Oneself Objectively
7. Acquiring Respect for Other People and the Work They Do

Responding Stage –– Grades 4-6

1. Developing a Positive Self-Concept
2. Acquiring the Discipline of Work
3. Identification With the Concept of Work as a Valued Institution
4. Increasing Knowledge About Workers
5. Increasing Interpersonal Skills
6. Increasing Ability to Present Oneself Objectively
7. Valuing Human Dignity

Asserting Stage –– Grades 7-9

1. Clarification of a Self-Concept
2. Assumption of Responsibility for Career Planning
3. Formulation of Tentative Career Goals
4. Acquiring Knowledge of Occupations, Work Settings and Life Styles
5. Acquiring Knowledge of Educational

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and Vocational Resources
6. Awareness of the Decision-Making Process
7. Acquiring a Sense of Independence

Organizing Stage — Grades 10-12

1. Reality Testing of a Self-Concept
2. Awareness of Preferred Life Style
3. Reformulation of Tentative Career Goals
4. Increasing Knowledge of and Experience in Occupations and Work Settings
5. Acquiring Knowledge of Educational and Vocational Paths
6. Clarification of the Decision-Making Process as Related to Self
7. Commitment With Tentativeness Within a Changing World

behaviors which appear consistent with the developmental theories of Piaget, Havighurst, Erickson, Super, Tiedeman and others. Such a temporal ordering of learning tasks, it is suggested, would not only be helpful in determining behavioral objectives but also in selecting materials and techniques that might be employed to achieve these objectives. Hopefully, attention to such a systematic listing might avoid the indiscriminate use of kits and programs which appear on the market and are highly promoted by their designers. Yesterday it was CHOICES, today, it is Holland's S.D.S. (1973) or Bolles' *What Color is Your Parachute?* (1977) and who knows what tomorrow. This is not to say that these resource materials and procedures may not be helpful. Many are! Rather than having these kits and other commercially prepared materials determine the program, however, these listings of learning tasks should make it possible for the professional to make more discriminating decisions to ensure a well-rounded ongoing K-12/13 career education program.

This selection may be further complicated for career education workers by the fact that they will need to take into consideration differences in readiness to cope with these tasks because of certain socioeconomic, physical, and psychological factors peculiar to their area (Herr, 1972). Thus, the program required for the Tony Pasianos of Hamilton may be quite different from that which may be appropriate for the Joe Goldbergs of Eglington (Toronto).

Notion n° 3.

Career development is modifiable. Efforts to intervene in the process can accelerate or strengthen the acquisition of knowledge, attitudes, and skills (Super 1957, Herr 1976)

By implication not only is career development modifiable, but it would seem also that intervention in this process is desirable. This is not to say that career development will not proceed without it; it will. Rather, the argument is that this development can be promoted more efficiently if children from an early age are provided with deliberate planned experiences designed to strengthen their knowledge, attitudes and skills in this area.

As indicated in Table 1, it is also important to note that this intervention appears not to be confined to dispensing information about self and the world of work. Rather it includes a new emphasis directed towards helping youth acquire skills and attitudes which are considered important in promoting career development. At the elementary school level, this emphasis often takes the form of helping young people develop a more positive view of themselves as well as becoming more proficient in their interpersonal skills. For secondary youth this may include developing skills in job seeking and job holding, and skills in understanding and facilitating growth in self and others in both social and work situations (Herr, 1976; Hansen, 1977).

In view of the previous discussion, there seems to be developing a trend away from stressing occupational and educational information. Indeed, work experience programs may do little for some youth who lack interpersonal skills. Career exploration programs used to surface many tantalizing occupational alternatives may only frustrate students further if they feel that they have very little control over their lives. Attractive up-to-date information about possible educational and occupational opportunities will be of little use to still other youth who lack confidence and or skills in decision-making necessary to process this data in a meaningful way.

Finally, in contrast to occupational and educational information that so often becomes quickly outdaded, it would appear that these transferable skills and attitudes are less likely to become obsolete and will better prepare our young people to meet the challenge of changing with change in their future world of work.

Notion n° 4.

> *Career development is influenced by many stimuli. Therefore to compartmentalize or isolate programmed experiences to influence it is to overlook all types of potential experiences which weave throughout life (Herr, 1976).*

As previously indicated, career development cannot be separated from personal and social development. In other words it would appear impossible to separate "making a living" from "living itself". Thus, in Table 1 one is not surprised to see learning tasks listed in all three areas. With this in mind Herr and Cramer (1979), Young and Borgen (1979) and Van Hesteren (1978) suggest that career educators may find it useful to consider the interface between career education and other movements like psychological education, humanistic education and effective education. Herr and Cramer (1979) further suggest "that some merging of them might strengthen all of them rather than allowing them to fragment and compete among themselves" (p. 370).

In keeping with this notion there is also the suggestion that an effective program in promoting this development should not be confined to a distinct course taught in a certain block of time by a specialist, presumably the counsellor. Movement in this direction is prompted by certain considerations. If career education, as commonly conceived, is to be taken by all students on an ongoing basis K-12/13 (Tennyson *et al.*, 1975; Herr 1976), it becomes obvious, as Mitchell (1975) indicates, that the counsellor can no longer be expected to be the sole deliverer of this undertaking. Much of this staffing will have to be taken over by others, namely, teachers. With this in mind, it is suggested that as far as possible much of career education be fused into the regular school subjects, especially at the elementary school level (Tennyson *et al.*, 1975). To meet this need many useful units designed for the regular elementary classroom teachers are now appearing (Saskatchewan Department of Education, 1979; Gysbers, 1974). At the secondary level several career education guides are also becoming available in the academic subject areas of English, Mathematics, Home Economics and Industrial Arts. (Roseville Area Public Schools, 1977; University of Minnesota, 1974).

Notion n° 5.

> *Career development can be seen as a central theme of education at all levels since its elements embrace the acquisition of career identity, self-identity, and purposefulness with which educational opportunity can be viewed (Herr, 1976).*

It is suggested that in the process of mastering many of the learning tasks associated with career development, the attainment of some goals of general education may at the same time be facilitated. As a consequence, career education, instead of being just another course added to the already overburdened curriculum, may be just the thing that is needed to overcome some of what Sprinthall (1979) calls the negative effects of our schools. Could it be, as Hoyt (circa, 1977) has suggested, that:

> "Since *all* students perceive themselves, from a very early age, as individuals who will work someday; and since the basic academic skills can easily be pictured as necessary for almost *all* kinds of work, career education can be a motivational approach that is *appealing to almost all students on a long term basis.* It is a way of giving a long term and a deeper sense of purposefulness to both students and teachers. If this can be done, achievement should increase." (p. 9).

It is not then surprising to discover that Bhaerman (1977), after reviewing the findings of thirty-eight studies, found supportive information indicating that corresponding improvements in reading and mathematics appeared when career education programs had been instituted.

At this point it would seem appropriate to return to one of the original questions posed at the beginning of this paper. How might it affect me as a school counsellor if career education is introduced in my province?

If we accept the premises that the introduction of K-12/13 Career Education into our schools is desirable, and that all students are to have access to this program, it becomes obvious, as Mitchell (1975) suggests, that counsellors can no longer be expected to assume sole responsibility for its implementation and delivery. Much of the actual teaching will clearly have to be taken over by regular classroom teachers. Inasmuch as most teachers will neither have the training nor, in some cases, the inclination to become involved in career education (Suhor 1973; Caldwell & Caldwell, 1973), Mitchell (1975) suggests that highly skilled professional leadership in this area will be necessary. Thus, she sees the role of some counsellors changing from one of delivering specific services to youth to providing this required leadership as program directors, consultants, staff developers, workshop organizers, curriculum designers, implementors and evaluators to whom teachers and other regular counsellors can turn for assistance. With this in mind, Herr (1972) and Mitchell (1975) suggest that counsellors in such positions will need to have a broad understanding of all aspects of human development as well as competencies in curriculum development, implementation strategies, staff development and evaluation.

In summary it has been suggested that it will not be enough to do a cosmetic job on current practices (skills acquisition, information dissemination, and work experience) and label it career education. Also as Mathews (1975) indicates "the career education movement, if it is to grow and to impact society, can no longer afford to be a random set of materials in search of a philosophy" (p. 652). What is needed is an ongoing deliberate career education program built around learning tasks related to not only vocational but also personal and social development. Clearly such a program would tend to play down the current emphasis upon *content* and emphasize *process* skills and attitudes which are more enduring.

In addition, it is conceded that it is not going to be easy for all counsellors to accept the argument presented above and become involved in career education as conceived in this paper. Indeed, for many it may require not only a fundamental change in their thinking about career guidance but also a drastic change in the definition and interpretation of their professional roles.

The position of this writer is that whatever the initial cost the dual shift from *content* to *process* and from a one-time intervention to a continuous process of career development must be made. To do less is to consign career education along with some counselling positions to the fate of the do-do bird.

Finally, the above conclusion and warning not withstanding, this paper is not presented as the last word. It will hopefully provide a springboard for further discussion as to the direction career education may take.

The confusion in the area of career education cannot be clarified if no one dares to try. If the writer succeeds in stimulating discussion and an honest examination of the issues, the evidence and the realities motivating the concerns of groups like the CSTA, his purpose will be well served.

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Dr. Sankey taught mathematics and was a counsellor for several years in British Columbia secondary schools. At the university level he has devoted a considerable amount of time developing a program in career counselling. In 1976 he was a visiting fellow at the Ohio State University. Since that time much of his attention has been directed towards career education.

APPENDIX B

Career education : A challenge in leadership

(Journal article to be published in the
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Career Education : A Challenge in Leadership

In recent years on the North American continent there has been a movement towards career education. Bedal (1979) in a cross-Canada survey found that a majority of provincial directors responsible for guidance were not only stressing the need for career education but also were indicating that it was their present priority in guidance. A resolution passed unanimously by the Canadian School Trustees Association (1980) also strongly endorsed the introduction of career education into Canadian schools. In the fall of 1982 the Canadian Education Association devoted an entire issue of the journal, Education Canada, to the topic of career education.

Movement in this direction has no doubt been precipitated by years of criticism directed towards guidance procedures, techniques and methods which have been employed to assist Canadian youth in making the transition from the world of school to the world of work (Breton, 1972; McTavish, 1974; Huff, 1974; Ahrens, 1977; Lennard, 1978; Canadian School Trustees Association, 1980; Alberta Education, 1981).

However, as Evans, Hoyt and Magnum (1973) have suggested "the sudden popularity of career education may prove to be its own worst enemy" (p. 272). To avoid this situation, the Canadian School Trustees Association, (1980) made the following recommendation:

> If the school system is to contribute to the employability of youth it must ensure that Career Education guidelines with clearly stated objectives are available for K-12/13. Trained personnel must be given the clear responsibility of delivering effective Career Education programs.

In other words, the success of career education, they suggest, will be dependent not only upon the development of quality program materials and resources, but also upon the availability of trained personnel to deliver the program.

In this paper the writer would like to focus on the latter aspect, namely the training of counsellor personnel to provide leadership in career education. In contrast to the vast amount of information appearing in the literature on the development of programs in career education, these same sources have been relatively silent about the pre-service preparation of school counsellors with a career education orientation. Likewise in-service training programs for existing school counsellors, although they are cited more frequently, are still very sparse (Herr, Circa, 1979).

Definitions

As a first step in determining the nature of the training required, it will be necessary to define and distinguish among the terms career development, career guidance and career education. A review of the literature suggests that this is no easy task (Hansen, 1977; Herr, Circa 1979; Sankey, 1981). Hoyt (1977) indicates that "career development refers to a developmental process extending over almost the entire life span, through which persons develop the capacity for and engage in work as part of their total life style." (p. 11). Cramer (1977) quoting from a United States Office of Education publication, Request for Proposal (1978), attempted to clarify the meanings of these commonly used terms:

> There are a number of basic similarities among career guidance, career development, and career education. All are concerned with developing ties with the world of work so that students will have knowledge, skills, and attitudes needed to make a living. Each recognizes that developing individuals for their career is a basic part of human growth. And each is concerned with the same process of bringing about this growth. including as it does career awareness, career motivation, career exploration, career decision-making, career progression and career maintenance. The communalities among the three are so important and encompassing that differences between them are difficult to draw. At the present, O.C.E. (Office of Career Education) has conceptualized these differences in the following manner.
>
> The first difference is that career education is essentially a concept; career guidance is essentially a service; career development a process.

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> A second difference is that career guidance is typically seen as something carried out by a professional counsellor who employs the career development process in the service he or she provides. Career education, however, calls for the career guidance function to be shared by the classroom teacher, parents, and members of the various communities outside the school with the counsellor serving a facilitative leadership role to ensure that the actions are consistent with theory and research in career development.
>
> A third difference is that, within the education system, the delivery of career education takes place primarily in the classroom or in activities directly involving the teaching/learning process. Career guidance uses the career development process largely (though not exclusively) outside the teaching/learning process, utilizing primarily guidance counselling personnel. (p. 11-12)

In addition, Herr (Circa 1979), suggests that career education is, in the philosophical sense, more encompassing than career guidance. In the pragmatic sense, career education tends to emphasize the teaching-learning process and the actual preparation for work as well as awareness, exploration and planning for work which is typical of career guidance. At the elementary school level this additional preparation may include a program of deliberate intervention to help children not only think more positively about themselves and work, but also become more effective in their interpersonal skills (Tennyson, Hansen et. al.1980). At the secondary level the program may include developing skills in job getting and job holding as well as skills in understanding and facilitating growth in self and others in social and work situations (Herr 1976). This is not to suggest that all advocates of career guidance services may not be interested in these additional areas of skill and attitude development. Many are! Rather typically, however, especially at the elementary school level, they do not plan program interventions in these skill and attitude areas. To effectively achieve the goals of this expanded program, the advocates of career education suggest that under the leadership of professional counsellors much of the direct delivery of these services to young people, especially at the elementary school level, will have to be taken over by others, namely teachers.

The Challenge

There is no question that the successful implementation of an Education K-12/13 program for all in a school area, as previously described, will present some unique challenges. Unlike the implementation of many traditional courses and programs (e.g. in history, mathematics) that may involve only a few teachers in the area of their speciality, the introduction of career education, especially at the elementary school level, will require the active participation of many more teaching staff. As typically recommended, teachers will be urged to infuse the content of career education into their regular lessons (Tennyson, Hansen et al 1975). As might be expected many teachers will neither have the background necessary, nor in some cases the inclination to become involved in this undertaking. Many, already, feeling hard pressed to cover what they perceive as the "essentials", will not welcome the inclusion of extra content. According to Grubb & Lazerson (1975) this intrusion has been interpreted by some in the United States, therefore, as an organized attempt to vocationalize education. Some teachers may contend that their function is not to turn out "workers" but "educated people".

To meet this challenge, Mitchell (1975) suggests a new high in leadership will be necessary. With this in mind she sees the role of some counsellors changing from one of delivering specific services to youth to becoming program directors, managers, consultants, staff developers, workshop organizers, curriculum designers, implementers and evaluators to whom teachers and other regular counsellors can turn for assistance. For counsellors and others to provide this new high in leadership it becomes obvious that they will require a great deal of specialized training which according to the Canadian School Trustees position papers (1980) may not yet be available in Canada.

Knowledge Competencies

As a first step in this preparation, it is important that these leaders as program planners become aware of and knowledgeable about the great diversity of definitions and conceptual statements about career education that vary in terms of their rationale, goals and focus. Inasmuch as these definitions and conceptual statements exist in the "hundreds" (Hansen 1977), consensus as to which one is the most appropriate for a particular setting will not be easy. Being attracted to needs as perceived by the community (students, parents, business, industry and labor), some may be enticed to adopt definitions and conceptual approaches emphasizing meeting manpower needs, job placement, up-date-occupational information, work experience, and economic roles. In their concern for the individual, others may be strongly attracted to orientations stressing integration of work with other life roles and the enhancement of attitudes toward self (self esteem) and work as well the development of interpersonal and decision-making skills. For a comprehensive survey of these definitions and conceptual statements about career education, the reader is well advised to read Hansen's (1975) publication "An Examination of Definitions and Concepts of Career Education". Also the paper by Sankey (1981), "*Career Education : What it is not and what it might be*" will be helpful in sorting out some of these different interpretations.

Program Planning Competencies

In addition to developing a good understanding of these definitions and conceptual statements, these leaders in the area of career education will need to develop competencies in program planning (Herr, Circa 1979; Mitchell 1975). With respect to planning, we are well aware that successful programs in most areas rarely occur as unplanned happenings; but rather, they call for well-thought-out initial planning. Career education is no exception! As Herr

(Circa 1979) suggests this planning process is complicated by the fact that no one program in career education will meet the needs of all. Rather, because of certain socioeconomic, cultural, geographical and psychological phenomena indigenous to a community, "customized" programs will have to be developed. Thus a program designed to meet the needs of the Tony Pasianos of Hamilton may need to be quite different for the Joe Golbergs of Eglington (Toronto), Metro Polischuks of Blaine Lake (Saskatchewan), Trevor Smith-Jones of Victoria or the Marcel Lapointes of Verdun (Quebec).

What then are some of the competencies necessary that these leaders will need to acquire in order to develop these customized programs? If we accept the notion that career development cannot be promoted without simultaneously paying attention to other areas of human development (Super, 1957; Tennyson, 1980; Mitchell, 1975) then these program developers will need, according to Mitchell (1975), to become knowledgeable about:

> (a) Career development theory to provide a theoretical base; (b) mastery of cognitive theory to explain the processing of information and an openness to change; (c) mastery of personality theory, to plan for client development of commitment, sense of identity, increasing ownership of values and fidelity to goals (Kroll 1970); (d) knowledge of decision theory to ensure the client's options are open, fluid and broad (Gelatt et. al. 1973; Kroll et. al. 1970) and knowledge of vocational choice theory (p. 701).

In addition to acquiring a good grounding in theory, designers of these customized programs will need to develop skills in translating the results of needs assessment surveys and their interpretation in terms of theory and research into program goals and objectives. In short, it is important that they acquire some skills in curriculum design. Benson (1979) suggests it will also be important that they be able to spell out these goals and objectives in "non-jargon" terms so that they are understandable by others, especially members of the career education committee (which will be discussed later), and teachers. In addition, as will be noted later, these goals and objectives will need to be spelled out in terms that will make evaluation possible.

Staff Development Competencies

As previously stated, the role of some counsellors will have to change from one of largely providing direct services to youth to one of consultants to whom teachers, other counsellors and community can turn for assistance (Hoyt, 1977). In this capacity, they will want to develop skills in working with others in workshop and mini course settings devoted to:

1. describing the emerging problems of youth.
2. showing career education as one attempt to meet some of these needs.
3. explaining the various conceptualizations of career education with respect to their philosophy, rationale and theoretical underpinnings.
4. helping teachers become aware of new techniques, materials, procedures and demonstrating how they may be infused in the teaching of regular class subjects (e.g. history, mathematics . . .).
5. assisting the career education committee, teachers and other counsellors in selecting and generating goals and objectives with which they would like to work.
6. illustrating how community resources in terms of materials, facilities and personnel may be used more effectively in an ongoing career education program.
7. developing strategies which teachers may employ to monitor and evaluate the effectiveness of their efforts in career education.
8. promoting strategies for ensuring that teachers and community members involved in career education receive visible recognition for their efforts in facilitating the career development of their youth.

Career Counselling Competencies

Inasmuch as some youth will require additional individual help in sorting out their career and related personal concerns, many of these leaders will find it important to upgrade their skills in career counselling. They should be skilled in some of the approaches to career counselling which have been delineated by Crites (1980). It is interesting to note that Jevne & Peavy (1981), as editors on the special issue of the *Canadian Counsellor* devoted to counsellor training, predicted that "Career counselling will continue to increase in importance and may even become a major force in counselling theory, research and practice" (p. 52). In their perception, movement in this direction will be necessitated by the changing nature of careers, the labor market, and societal goals and pressures.

Evaluation Competencies

To improve the ongoing programs and provide evidence of accountability it is also important that career educators become skilled in evaluation. To establish and gain support for career education Mitchell (1978) suggests that they will need to provide more convincing evidence than is often contained in the "warm puppy" studies devoted to how happy everybody is with the program and how much they like it, or as the laundry lists (what activities had been completed e.g. student interviews, parent contacts, letters of recommendation, class scheduling)" p. 116. Specifically Mitchell (1975) suggests:

> Counsellors must be able to design and implement evaluation strategies including selection and/or construction of evaluation instruments and processes; time and task analysis; process evaluation, including implementation, evaluation and en route progress evaluation; establishment and maintenance of monitoring procedures; administration of instruments; data collection, analysis and interpretation; preparation of reports of product evaluation for lay and professional groups; use of data for decision-making, including cost effectiveness, cost efficiency and cost benefit data; and research skills (p. 702).

Consulting Competencies

Finally, as previously mentioned, career education came into being not because educators saw a need for it, but primarily because community groups were dissatisfied with the way schools were preparing youth for the world of work. The Canadian School Trustees Association position paper (1980) on school guidance services provides a vivid account of the extent of this concern. As a consequence, it is becoming clear to advocates of career education that much of the support for their cause will have to come from the community. With this in mind, leaders in the career education movement are being encouraged to develop strategies for maximizing this source of support. Hoyt (1976), Pinson (1980) and Hensley (1971) suggest that this support system may be greatly enhanced by having the career education program developed by a representative committee from business, industry, labor, professional, government, and education. It would be this committee's job to initiate, promote and develop programs to meet the unique needs of their area.

To facilitate the operation of this group effort, career education leaders will need to develop skills in functioning as a consultant, not only possessed of expertise in content (theory and research re human development, curriculum design . . .) to whom this group can turn for information but also skilled in working with groups to help them jointly develop these programs, no easy task. According to Carr (1981) there is a great deal of literature suggesting that to be successful as leaders in undertakings of this nature, counsellors should become knowledgeable and skilled in the emerging competency area which is commonly labelled consultation. For more information about this new area of expertise the reader is referred to the 1978 February and March issues of the Personnel & Guidance Journal devoted to definitions and training programs in consultation.

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Walking on Water

From the previous discussion it is clear that to prepare consultants to function as curriculum designers, staff developers, facilitators, evaluators, career education leaders will require a training program much different from that which has been typically provided for preparing regular school counsellors. At this point some readers may question whether it is practical or even reasonable to expect counsellors to acquire these competencies. They might agree with the school superintendent who suggested that "you (the writer) will also want them to walk on water." However to require less might be the undoing of a very important and necessary innovation in preparing our youth for entry into the world of work and life in general.

To allay the concern of some readers, it is important to understand that not all counsellors will be required to prepare as consultants in career education. This would be neither practical nor reasonable. Rather to provide this leadership, it is anticipated that there should be at least one consultant for large school districts. The services of a consultant may be also shared by three or four smaller school districts. With assistance from the consultant, the regular school counsellors could provide consultative services leadership at the school level for teachers.

Opportunities for Training

As attractive as career education and variations of it proposed by Studd and Ringwood (1982) may be to its followers, there are, as might be expected, those who appear equally unimpressed. Among these are many counsellor educators who "place little importance on career education and vocational guidance components of counselling" Eberlein, (1980) (p. 68), and continue to stress "training in a psychotherapeutic model with emphasis on personal-social counselling" (p. 68). A perusal of the recent "Guidelines for Counsellor

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Education" prepared by counsellor educators (Peavy, Robertson & Westwood 1982) and adopted, in principle, by the general assembly of the Canadian Guidance and Counselling Association (CGCA - 1981) would seem to suggest that, in general, this orientation may not yet have changed appreciably. The emphasis upon training counsellors to meet the needs of a few, according to Carr (1981), is "puzzling in the light of Jevne's (1981) finding that of the theoretical foundation favored by counsellor education, a developmental focus was ranked highest" (p. 85). As a consequence, the Canadian School Trustees Association (1980) may in fact have a good basis for being critical when they suggest few Canadian universities provide suitable counsellor preparation or continuing professional upgrading in this area.

Training for leadership

The above lack of concern by counsellor educators is documented by Herr (1979) who suggests that the professional literature has been particularly silent as to how the training to develop these competencies should affect pre-service and in-service training of school counsellors.

In spite of this paucity of information, the writer as a counsellor educator being committed to the notion of career education, and with the encouragement of his own department and the provincial Department of Education, found it necessary to make a start in planning a pre-service program of training for career education consultants. Building on the notions of Herr (circa 1979), Mitchell (1975) and ACES (1979), a fledging program was developed at the University of Saskatchewan, Saskatoon. What follows is an abbreviated account of this venture.

Initially it was decided that training in this area should be provided at three levels of responsibility. For teachers and all others interested in becoming involved in this area it was decided that an introductory course should be developed. With this in mind, Educational Psychology 425: An Introduction to Career Education was created. This course is dedicated to answering questions such as: Why Career Education now? What is Career Education? What are the aims and goals of some exemplary programs in Career Education? What are some of the materials and techniques which may be used in attaining some of these aims and goals? Over the past three years this course has become a very popular elective, taken by many teachers in training.

To prepare for a higher level of involvement in career education, Educational Psychology 825: An Advanced Seminar in Career Education was developed and given for the first time in the fall of 1982. This course is recommended as part of the pre-service training of all counsellors and is compulsory for those planning to become consultants in career education. The purpose of this offering is to provide an overview of some of the more important understandings and skills necessary to function as effectively as leaders in this area. Attention in this course is focused on various definitions and conceptualizations of career education in the context of human development theory and research. In terms of program development and implementation the focus is on brief overviews of curriculum design, evaluation and developing strategies for affecting change. Most of the resource materials used in this course consist of those which had been developed by writers who are already actively involved in the conceptualization and operational aspects of career education.

For the preparation of consultants, the highest level of involvement, it is planned that these would-be leaders should not only be exposed to the two previously described courses but also be required to take additional advanced courses in human development, curriculum design, evaluation and strategies for affecting change which are offered by various departments throughout the

College. In recent months it is becoming clear that there is also a need for another training course to help candidates develop competency in the many skills and understandings in the new burgeoning specialty of consultation. In order to integrate this background of knowledge and skills in a more meaningful way, the trainees will be encouraged to do a project rather than a thesis devoted to a rather narrow area of specialization. Typically this project would focus on a detailed description of a proposed plan for the implementation of career education in a school district.

To further ensure the success of this program for taining consultants it is also becoming clear that the candidates will need to be screened very closely in terms of personal characteristics. Not only will they need to be selected on the basis of their ability to complete the program but also on their personal suitability. Specifically, a decision will have to be made as to whether they have the personal characteristics necessary to gain credibility in a community in order to facilitate the involvement and commitment of others in the cause of career education. This latter aspect will call for persons who are not only well informed but also are self-starting, productive, determined, creative, as well as being aggressive individuals.

The final phase of this undertaking, the selection and special training of these potential consultants is planned for the Fall of 1984.

Summary

If we accept the premise that the introduction of K-12/13 Career Education into our schools is desirable, and that all students are to have access to this program, it becomes obvious that counsellors can no longer be expected to assume sole responsibility for its delivery. Much of this program will have to be taken over by others, especially teachers at the elementary school level. Inasmuch as most of these teachers will have neither the training nor in some cases the inclination to become involved in career education, the successful implementation of this program will require a high degree of leadership. To meet this challenge, there will be a need for some counsellors to change their roles from one of delivering specific services to youth to providing this required leadership as program directors, consultants, staff developers, workshop organizers, curriculum designers, implementers and evaluators to whom teachers, and other regular counsellors can turn for assistance.

In order to function effectively in these new roles it was suggested that they will need specialized training which currently may be difficult to obtain in many Canadian counsellor training programs. For example it will be important that they be able to develop customized programs to meet the unique needs of the community. To achieve these immediate and other long term goals it will be necessary that they be knowledgeable about the many definitions and conceptualizations of career education as well as all aspects of human development. The development of these tailor-made programs will require that they also develop skills in curriculum design and evaluation. Finally to implement career education in a school district it will be critical to develop staff skills development.

Finally, as with the auto industry, though the initial costs of retooling for career education may be high in terms of time and energy, it may be necessary if counsellors in Canada are to survive in a country that is demanding a quality product whether it be cars or car guidance services.

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APPENDIX C

Graduate training program for career education consultants

OVERVIEW OF PROGRAM REQUIREMENTS

1. Career Education
    - Edpsy 425.3 An Introduction to Career Education
    - Edpsy 825.3 An Advanced Seminar In Career Education
2. Theory and Research in Human Development
    - Edpsy 851.3 Advanced Educational Psychology: Development
    - Edpsy 855.3 Advanced Educational Psychology: Learning
3. Curriculum Design
    - Edcur 804.3 Techniques and Practice of Curriculum Development
4. Program Evaluation
    - Educ 810.3 Design and Practice of the Evaluation of Educational Programs
5. Implementation Strategies
    - Edadm 810.3 Change Theory and Innovation in Education
6. Career Counselling
    - Edpsy 827.3 Career Counselling: Theory
    - Edpsy 829.3 Career Counselling: Practicum
7. Personal Counselling
    - Edpsy 812.3 Theories of Counselling and Psychotherapy
    - Edpsy 819.6 Practicum in Counselling

P.G.D.

This is a five-course program for practitioners. Applicants who do not meet the M.Ed. admission requirement of a B (70%) average will be assessed in terms of their current academic potential and work experience. Students are encouraged to take at least one course prior to their residence year.

CORE COURSES: P.G.D. AND M.Ed.

Edpsy 812.3	Theories of Counselling and Psychotherapy
Edpsy 819.6	Practicum in Counselling
Edpsy 825.3	An Advanced Seminar In Career Education
Edpsy 827.3	Career Counselling: Theory
Edpsy 851.3	Advanced Educational Psychology: Development
Edpsy 855.3	Advanced Educational Psychology: Learning
Edcur 804.3	Techniques and Practice of Curriculum Development
Educ 810.3	Design and Practice of the Evaluation of Educational Programs
Edadm 810.3	Change Theory and Innovation in Education

M.Ed. (Project)

This is a seven-course plus project program for practitioners who wish to acquire a variety of skills and competencies. The project usually addresses an identified problem or need in the student's anticipated area of employment. This program may be completed in a year of residence, combined with part-time study.

ADDITIONAL CORE COURSES: M.Ed.

__M.Ed. (Project)__

880.3 Research Methods

__M.Ed. (Thesis)__

880.3 Research Methods
840.3 Intermediate Statistical Analysis

M. Ed. (Thesis)

This is a five-and one-half course program for students whose career plans include research-related positions or further academic study. Students have the opportunity to acquire both professional and research skills. Theses usually take the form of empirical studies. A year of residence is required.

ELECTIVES: M.Ed.

* Elective courses in Edpsy and other departments will be selected to complement and enhance the student's academic and experiential background.

ADMISSION REQUIREMENTS: P.G.D AND M.Ed.

* A grade point average of B or better.

* Two letters of recommendation re academic and professional competence.

* Admission interview.

* One year of relevant work experience.

* A B.Ed. degree with at least five courses in Edpsy. (Appropriate Psy and Edaxc courses will be credited.)

__or__

A four-year Honours degree or equivalent in Psychology or a related area. Applicants in this category must complete these general Education courses (one of which may be in Edpsy) prior to beginning an M.Ed. program.

* Credit for prerequisite courses in introductory statistics, development, learning, career education, guidance, and counselling. (Additional courses in small group learning, interpersonal communication, group tests, and classroom management are strongly recommended.)

* A letter of intent outlining the applicant's academic and profes-

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M.Ed. and Ph.D. students with at least high B+ grade point averages are eligible for University Scholarships and Teaching Fellowships. Research and teaching assistantships are available to all graduate students on a regular basis.

APPLICATIONS

Address inquiries and requests for application materials to:

Professor Sonia Cipywnyk, Head
Department of Educational Psychology
University of Saskatchewan
Saskatoon, Saskatchewan
S7N 0W0

Edpsy 825.3 An Advanced Seminar In Career Education

This seminar will provide an opportunity for students to examine in-depth, integrate and apply psychological theories, principles and procedures which have relevance for career education. In light of this information they will be required to critically evaluate curriculum materials and methods as well as procedures for implementing and evaluating career education programs.

Prerequisite course:

Edpsy 425.3 An Introduction to Career Education

This course is intended to provide pre-service and inservice teachers with some of the theoretical understandings and practical skills which would be helpful for those involved in providing career education in elementary and secondary schools.

INFORMATION

For further information about the above courses and the program in general, contact:

Dr. Gerry Sankey,
Coordinator of the Career Education
Consultant Program

In order to meet an urgent need, the Department of Education recently introduced career education into the Saskatchewan school system. Inasmuch as this program is intended for all students K-12, school counsellors can no longer be expected to be the sole deliverers of this service. As a consequence, much of the staffing for this undertaking will have to be taken over by regular classroom teachers, some of whom will have neither the training nor, in some cases, the inclination to become involved in career education. Thus, the successful implementation and development of this program will require a new high in leadership.

To ensure proper delivery of this program, there will be a need for leaders who can function as curriculum designers, program managers, staff developers, workshop organizers, facilitators, program evaluators, and consultants to whom teachers and others can turn for assistance. With this in mind, the Department of Educational Psychology has developed a program at the Master's level to prepare career education consultants.

The Department

of

Educational Psychology

GRADUATE

TRAINING

FOR

CAREER

EDUCATION

CONSULTANTS

* Post-Graduate Diploma

* M.Ed. (Project)

* M.Ed. (Thesis)

University

of

Saskatchewan

Saskatoon

MINAHIK WASKAHIGAN SCHOOL

BRIEF

CURRICULUM AND INSTRUCTION REVIEW COMMITTEE

Before proceeding with our observations and recommendations, we wish to commend the authors of the survey questionnaire entitled "Issues in Schooling". The questionnaire not only zeros in on the real concerns about education in the province but also is applicable to Northern Saskatchewan, despite its many unique features. It has proven to be a catalyst to dicussion.

I Relevancy in education is one of our primary concerns. If we are to prepare students for life in the 80's and 90's, we must assess needs beyond the immediate future. Frequently, the school community is chiefly concerned with the immediate future. One of the net results is that the school system is suspect of being indifferent or even insensitive to the present needs of students. To narrow this gap, there must be more dialogue and effective communication between the school and the community it serves. Schools by their very nature must be expected to assume such cummunication as a prime responsibility. The appointment of Home and School Co-ordinators within the Northern Lights School Division is proving effective in achieving better liaison within the school community.

While concerns about relevancy may be partly attributed to differences in the immediate expectations of parents and the long range planning of schools, there are other legitimate concerns. We suggest the following recommendations for consideration:

A. Existing instructional materials do not truly reflect the contributions of all the peoples of Canada. For example, even though some printed materials are Canadian in origin, little or no reference is made to native and Metis people. This short coming has two negative spin - offs:

1) Students of native ancestry may find if difficult to identify themselves with a school system that does not even give token recognition of their actual existence in printed materials used in our schools.

2) Students in the "South" may not fully recognize or appreciate Northern Citizens. It is little wonder that native students find it difficult to adjust to communities other than their own and "Southern students find it difficult to accept native students within their communities.

In revisions of instructional resource materials, real and tangible efforts should be made so the the ethnic contributions of all peoples of Canada's multi-cultural mosaic are recognized.

B. More resource materials about native and Metis peoples should be made available to schools. Programs such as Heritage 9 and Apihtowkosan are excellent beginnings. However, inadequate funding, staffing and time restraints may result in shortcomings. It is recommended that programs of this nature be researched more fully, appropriate reference materials provided and implementation introduced in an atmosphere receptive to change. Change models appropriate to the south are not necessarily applicable to the Northern situation.

C. There are innovation projects and programs happening in schools of our School Division. There are excellent resource materials available within the Division and from Academic Education. It is suggested that a Co-ordinating agency be established to:

1) Assess needs of our schools
2) review and assess existing materials
3) prepare required resource materials.
4) Communicate the availability of such materials to schools within our jurisdiction and within the provinve.

The last suggestion #4 is a serious deficiency. A publication outlining existing and proposed materials should be made abailable to schools in the North and even south of our artificial northern administrative boundary.

II Emphasis on cultural awareness is another means of addressing ourselves to concerns about relevancy and identity. Cultural awareness might begin with the development and implementation of Cree cultural and language programs. Some parents view this aspect of a child's education as a parental responsibility. Schools that introduce such programs may be viewed as encroaching upon parental rights, but if credibility and accountablility can be demonstrated by the school, parental views will be supportive. Some of our recommendations in this area are:

A) Efforts should be made to develop a formal, structured language program from K-12 , sound pedagogical principles of learning must be incorporated so that such programs are at the same level as other second language programs in the province. The Native Studies Department at the universities should be tasked with this responsibility and sufficient funding providedto achieve this objective.

B. The Gabriel Dumont Institute, a research-based institution, is another source of information.

C. The Northern Teacher Education Program offers a great deal of potential in furthering cultural awareness.

D. Native crafts, traditions, customs, dress, dance and other attributes of Native and Metis culture should be encouraged to flourish. Workshops in isolated communities by professional groups such as Cummunicart can further enhance pride in native cultrual heritages. Professional finesse, sincerity and pride rather than commercialism is desirable. Without sufficient funding, staffing and organization such services are not available to us. Community resources are limited in their scope but must continue to provide a pool of local expertise. Such local resources are minimal. There is a need for expanding these opportunities.

III The need for special programming cannot be over - emphasized. Special funding such as NEOG (Northern Educational Opportunities Grants) should be continued and expanded. A solid foundation in language and computational skills is of paramount importance, regardless of geographical location. However, northern communities experience unique limitations that are not the fault of northern residents. Circumstances dictate the need for special programming, staffing and funding. The "Northern factor" incorporated in school grant funding is a positive measure in equalizing educational opportunities, encouraging experimentation and innovation to meet these exceptional circumstances.

Career development programs, life skills, coping skills, computer education and a host of other programs must be considered as normal offerings in our schools.

Because of different cultural priorities (eg. irregular school attendance) different teaching strategies and techniques are necessary. Individually guided education, continuous learning and confluent education, to name a few, deserve serious implementation. Different professional and non-instructional staff "mixes" offer challenging and exciting possibilities.

In conclusion, this presentation does not propose to exhaust all of our concerns. It is a mere beginning. To prepare our students for life in the 80's and 90's we believe that we can communicate such objectives to our school community. It is possible to meet the challenges of futuristic aspirations and, at the same time, preserving the pride and tradition of the past.

V. Schigol
Principal

MINAHIK WASKAHIGAN SCHOOL
PINEHOUSE LAKE, SASK. S0J 2B0

REPORT ON CURRICULUM AND INSTRUCTION

Greystone Heights School Council Inc.

In response to the Department of Education's request for input, the Greystone Heights School Council Inc. met to discuss the topic of Curriculum and Instruction. We used the Issues in Schooling questionnaire to guide our discussion, and the following is a summary of our opinions.

School Quality

1. We had difficulty in ascertaining what is needed to cope with the 80s and 90s, but commend the Saskatoon Board of Education in their attempts to keep pace with our changing world.

2. We are satisfied with the degree to which the school meets our children's needs, but have the following recommendations:
   - provide teacher-aides for grades Kindergarten through 3 to allow greater student-teacher interaction. These are the crucial years for forming attitudes and skills, and intimate associations with the teaching staff are required;
   - more emphasis on the "3R's" is needed. Reports on illiterate graduates are becoming alarming;
   - the personal growth of students can only be realized within a classroom of reasonable size and composition. Determining class size by the 'numbers game' only is unsatisfactory - the special needs of the pupils in the classroom must be considered;
   - having students progress at their own rate is an appropriate goal, but seldom accomplished, because sufficient resources are not applied. To reach the goal each class must be of reasonable size and composition. Procedures to attain the goal should contemplate the possibility of failure. Failure is a part of life, and masking it by passing a child on when he's not ready does no favour for the child. It postpones a decision that will probably have to be made at a later date when the child will suffer more. The short term shock of a failure may do less harm to the self concept than a prolonged period of not grasping the higher level work;
   - helping students get along with others requires work and planning. Our school does a good job in this area;
   - we would like to see more emphasis on Saskatchewan and Canadian studies;
   - extra-curricular activities have a lot of merit, but we question whether it should be the responsibility of the teachers. This puts us in a quandry, because if the teachers don't do it, who will?

School Practices

1. Parents have a say in what happens in the schools. The opportunity is there if they avail themselves of it.

2. School standards are too low in that they too seldom require the students to exert themselves. Children work only as hard as they are expected to work. Standards should be set in a manner that motivates the children to do their best.

3. Schools are trying to solve too many problems of society. Schools should concentrate on the job for which they were intended and leave the jobs for which they are not qualified or intended to do, to the appropriate agencies. If schools keep extending themselves they will soon be doing nothing well.

..2

4. The way teachers are viewed depends on each child's individual experiences with teachers, so any one teacher may be perceived in many ways. In general we see the good teacher being described as involved and enthusiastic.

5. Certain things have to be memorized, and such things as memorization of poetry have value.

6. While we feel that school discipline needs to be "tightened up", we also recognize that the trend to less control may simply reflect today's society.

7. Homework has value and students could benefit from more of it. Learning should not be perceived as something only done in school.

8. Schools make too little use of community resources. Knowing what resources are available is necessary! There are good resources in the community that should be utilized.

9. Schools do a fair job of treating children as individuals. Inequities in treatment may be yet another result of overly large classes.

10. More money needs to be spent on school libraries and resource materials!

11. We feel many school subjects assume a student less sophisticated than the children of the 1980s. School should be challenging for all students.

12. Students currently have a reasonable amount of input into what they do in school.

Purposes of Schooling

We categorized the importance of the purposes of schooling as follows:

1. Very Important

    - learn to respect and get along with people
    - develop skills of reading, writing and mathematics
    - foster appreciation of culture and beauty in the world
    - acquire knowledge
    - learn how to examine and use information

2. Important

    - develop pride in self
    - develop good citizenship
    - promote awareness of current problems and issues
    - practice and understand the ideas of health and safety
    - encourage the understanding and practice of family living skills[1]

3. Somewhat Important

    - learn how to use leisure time
    - support ethical and spiritual development[2]

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[1] This purpose was interpreted to mean support for children who have to deal with a variety of family structures.

[2] This should be accomplished through exposure to a variety of ethical and spiritual viewpoints.

..3

4. Not Important

    - develop skills to enter a specific field of work[3]

Additional Comments

Greystone Heights School is a neighbourhood school and, in addition, houses the Academically Talented program for the East Side of Saskatoon. Consequently, the school community has special concerns about education of academically talented students.

1. The parents of Greystone children question the use of the terms "gifted" and "Ac-Tal." Many feel these terms single the children out and give them an exaggerated view of their intelligence. It is not a problem with the concept, but with the labelling.

2. The parents of the Ac-Tal children see a definite need for
    - access to special training for teachers of the gifted
    - funds available for resource materials for the classroom.

We applaud the Department of Education's undertaking of this study, and look forward to working with our school staff and the Board of Education to bring about the required changes.

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[3] Unimportant in the mainstream classroom, but special arrangements might be made through technical schools.

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A Presentation to the
Curriculum and Instruction Review Committee
Saskatchewan Education

Prepared by
The College of Education
University of Saskatchewan
March, 1983

FORWARD

The College of Education, University of Saskatchewan, is pleased to have this opportunity to respond to the invitation circulated by the Curriculum and Instruction Review Committee asking the Universities to comment on elementary and secondary education in our province.

This response paper is presented in two sections. The first section provides opinions of faculty members in the College who considered the questions contained in the questionnaire entitled "Issues in Schooling." The second section summarizes research and development work which have been completed by faculty members. This information, which has implication for curriculum and instruction in Saskatchewan, is presented in outline only, so that interested persons will be alerted to the existence of these studies.

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Issues in Education

Responses to the questionnaire were collected by appointing one faculty member from each department to conduct a survey among their colleagues using personal interviews for the most part. Section I is a compilation of this work. This paper, then, does not represent consensus among faculty. Rather, it represents the individual opinions of faculty members. For this reason, some inconsistencies do occur among points of view expressed in this response paper.

Section II is a brief summary of work recently completed by members of faculty. These reports were examined to determine content of significance to the Curriculum and Instruction Review Committee. References are provided for further examination of data.

SECTION ONE

A. Student Preparation

1. Faculty members of the College of Education suggested that performance of students in some areas is superior to that of students in the past and that the top academic students equal or surpass those of former years.

Discussion:

Some faculty members suggested that students exhibit a larger vocabulary, are more effective group speakers, and possess wider general knowledge than did students in the past.

2. Faculty members in the College of Education acknowledge the changing nature of the student population: a higher percentage of the student population is attending university.

Discussion:

Since the university admits a higher percentage of students among those who achieve matriculation, it is logical that some of these students will not be as well prepared for university work as have students in the past. It appears that the university has not adapted to this change in student population.

Faculty members in the College are split on the issue of whether or not the university should adapt its program to this changing student population. Some members suggest that the university must accommodate the special academic needs of students: make-up courses, remedial courses, specialized academic counselling. Indeed, it is possible that some students may require a preparatory year, similar to the CEGEP in Quebec or the regional colleges in British Columbia. Other faculty members argue that the university should maintain its present policy of not offering courses below the first-year university level. These faculty members also suggest that the province should strengthen the position of the technical institutions, in some way effecting a change in attitude among students to equate technical education with that of academic university education.

3. Faculty members have expressed concern about the preparation of high school students in these areas: students' writing ability; students' knowledge of government, economics, and civics; students' skill in using the library; students' attitude toward and knowledge of mathematics; students' attitude toward science; students' oral skills.

Discussion:

Faculty members generally agree that students could be better prepared to meet the writing tasks demanded of work at university: writing opinion and argument. One faculty member described the situation this way: "Students' English, both oral and written, is often deficient. Possibly the media in general promote sloppy colloquialisms, and they also reflect an attitude that personal worth, maturity and academic achievement do not really matter. Flippancy, comics, and comedians seem to pervade the scene, and everything has to be 'funny'." Some faculty members caution that the solution to this problem is not to force argumentative writing upon elementary and high school students, but to utilize contemporary research in the area of writing to develop students' writing abilities.

Some faculty members suggest that the non-sequential nature of the mathematics program tends to cause problems with students in the mathematics and science program. It has been suggested that schools should make certain that they offer the 10/20 sequence in math courses, and that these courses are prerequisite to the 30-level courses. (The geo-trig program was cited as a particular concern.) Schools which have to make program choices because of low enrolments would be better off offering the 10/20 level courses, rather than the 30-level courses. In this way, students are better able to enroll in a 30-level course in an extra-mural program.

4. Many of the students who attend the University of Saskatchewan come from rural communities. This fact presents special social problems for these students.

Discussion:

One major area of difficulty for all students is that of the self-discipline required at the university. Students must be independent, and self-initiating, in contrast with the pastoral care offered in most high schools. The problem is compounded for the rural students who must adjust both to the lack of imposed control relative to studies and to living in an urban setting, with many of them living on their own for the first time. Hence, the problems of first-year students are not always academic.

Closer liaison between the high schools and post-secondary institutions could alleviate some of these concerns. The following list provides suggestions for high-school/post-secondary liaison:

a. Providing an opportunity for rural students to adjust to city and university life through (i) extensive summer orientation camps, and (ii) utilizing "half-way houses" in which additional supervision of first-year students is available, combined with "tender loving care";

b. Increasing communication between the post-secondary institutions and the school systems regarding the quality of school performance;

c. Establishing periodic conferences between high-school and post-secondary personnel to clarify the expectations of the post-secondary institutions;

d. Developing a high school/post-secondary liaison committee to communicate expectation of the post-secondary institutions, other than career days.

5. A few faculty members suggest that high schools are too heavily involved in preparing students for the work force, rather than providing students with a sound education.

Discussion:

The high schools seem to have taken over responsibilities that should be assumed by industry. Each industry should be expected to provide specific training for its own workers. One faculty member commented that the career-education curriculum should be de-emphasized; rather, schools should prepare students for diverse careers. This program would stress not only the core subject areas but also such courses as computer literacy and media literacy.

6. Students tend to have relatively little experience with the fine arts and second languages.

Discussion:

Because of the lack of significant programming in these areas, the schools are not producing well-rounded graduates. The task force on the Fine Arts should be carefully considered. In addition, graduation requirements and post-secondary language entrance requirements need careful reconsideration.

7. One faculty member expressed concern with science teaching in the elementary and high schools.

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Discussion:

In the science programs, students have not been given the opportunity of seriously considering the social context of the science which they learn. This fact causes problems whenever students try to move from their academic, knowledge-oriented concept of science to consider issues in the real world. This approach translates into this kind of curriculum: less discipline oriented and more social responsiblility oriented--but just as rigorous as the old programs, but in a different way.

8. A few faculty members in the Language Arts Division expressed concern with the teaching of writing in elementary and secondary schools.

Discussion:

The past decade has prompted significant research in the the areas of the teaching of writing and language. Several in-service programs in the United States and Canada have rapidly brought this new knowledge to the classroom level, with remarkable success. Little of this kind of information is reaching classrooms in Saskatchewan schools. An effective in-service program in these areas is badly needed.

9. Some faculty members argue that students lack a perspective on the society in which they live, or of the world community.

Discussion:

Students seem to possess little knowledge of other societies, or other cultures, or minority groups within their immediate community. At the same time, they lack an awareness of the dynamics of their own class structure and their own culture. With the growing prominence of the Native Indian student in Saskatchewan classrooms, this concern has increased urgency.

10. Some faculty believe that students lack the ability to question and to analyze critically as well as to organize an effective argument.

Discussion:

Students in first-year Education courses seem reluctant to question or to challenge ideas. They are most loath to question extant systems or "things as they are." It would seem that the provincial curriculum should be built around thinking skills, or at least incorporate this concept in a significant way: problem solving, comparative and relational thinking. In addition, experiential learning exercises should be stressed throughout the curriculum. Students should have the experience of examining issues from a variety of perspectives, rather than the "party line." This procedure is especially applicable in the social sciences. In short, what is needed is some process which would make students more question-asking, and less compliant.

B. General Issues

Certain faculty members pointed out the complexity of the demands placed on the school system. They suggested that the Department of Education should go through a goals clarification process to sort out the tensions brought about by the many forces competing for a place in the school program: academic preparation; technical/work preparation; general, life-skills education; special needs education. These faculty members felt it essential that the schools carefully define the role which they could play to utilize resources effectively.

Faculty members also expressed concern about general curriculum issues. First, several faculty members susggested that the practice of accreditation should be eliminated, since accreditation did not seem to provide for improved quality of education. Second, faculty members called for a coordination of curricula among provinces, in response to the mobile society. For the sake of the many students who transfer from school district to school district or from province to province, this issue is of great importance. Third, faculty members who have served on provincial curriculum committees were critical of the curriculum development and implementation procedures of the Department of Education. They called for a serious reassessment of this area. Fourth, faculty members suggested a thorough re-examination of the role of the Department of Education in student evaluation, calling specifically for leadership in evaluation of attitudes and values, as well as knowledge.

1. Some members of the faculty suggest that the system of teacher accreditation should be terminated.

Discussion:

Some faculty members note the low correlation between high school marks and achievement at university. Accreditation seems to have increased the gap between school grading and university expectations. Also, it was noted that accreditation has resulted in a lack of clarity relative to the meaning of student marks.

2. Some faculty expressed concern for the complex demands placed upon the school system: academic preparation, technical/work preparation/life skills education/special needs education.

Discussion:

In noting the vast list of expectations imposed on schools, several faculty members suggested that schools limit their range of responsiblilities. Some suggested that schools concentrate only on the core subjects, which provide preparation for further studies; others suggested that schools not assume responsiblilty for the social and emotional development of students. To do so is asking the impossible of the school system.

A few faculty members indicated that school should re-examine their role in "general" education. It is possible that schools may have to re-focus their purposes and concentrate upon the skills required for life, since job training will become of less importance in the future. It was noted that the University and the College of Education tend not to provide leadership in this area, leaving schools very much on their own to develop purposes and techniques. Other faculty members presented much the same argument through another perspective, indicating the need for schools to become involved with life-long learning. This concept would require the schools not only to adapt their present curricula to meet the changing needs of children and youth, but also to become involved with the adult learner in society.

3. Changes in society, particularly the mobile society, prompt a re-examination of curriculum.

Discussion:

There should be more cooperation among the Western provinces relative to program development, with minor revisions being made to provide the more "local content" where appropriate. This is especially significant in subject areas such as social studies, science, and mathematics. The energy and money saved by this approach could be more effectively utilized in implementation and material acquisition. The concept of compulsory subjects should also be reviewed. Subjects that historically have been compulsory were so because they were seen as crucial. What is crucial in today's world may be significantly different. Learning to understand people on earth through a global perspective may be as important as learning to read.

4. The Department of Education should re-examine the process by which curricula are developed.

Discussion:

Courses of study as they presently exist in the province are too permanent. They should be more flexible and subjected to a continuous revision or "renewal." Textbooks are expensive and the adoption of a text almost guarantees reluctance to revise. Consequently, alternative formats for materials should be considered.

The frequency with which apparently excellent curricula are not implemented is distressing. This is due not so much to a lack of desire of the teacher to implement but to a lack of knowlege of how to implement. Careful planning and inservicing are crucial to the courses of study that do exist.

5. The Department of Education should re-examine the nature of student evaluation.

Discussion:

Evaluation efforts in schools focus almost exclusively on knowledge rather than on attitudes, skills and values. This criticism is not new but the age of the concern has done little to alleviate it.

6. The schools need to pay particular attention to the concept of life-long learning.

Discussion:

The inservice paid to life-long learning is encouraging; yet we know that many things taught in high schools are better learned in post-adolescent life. Schools used to be a unifying experience because they were the only means by which people were exposed to the rest of the world. Now school is only one of many sources of exposure to the greater world. Rather than attempting to unify, the school should provide evaluative experiences that aid students in making sense out of reality rather than in just testing cognitive learning.

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SECTION TWO

A. Issues from the Department for the Education of Exceptional Children

The Department for the Education of Exceptional Children called for specific review of programming for children with special needs. Among the areas indicated were the following: early instruction in oral language; programs for gifted students; extension of special programs for the mentally retarded and the physically handicapped at the secondary level. At the same time, reforms in these areas must minimize the difference between the exceptional child and the normal child. There is a need, too, to foster a more positive and accepting attitude among normal children toward the handicapped.

1. There is need for increased emphasis on early instruction in oral language at the kindergarten and primary grade levels.

Documentation:

The recent final report of the two year Battlefords Project which was completed under contract with the Department of Education, highlights the fact that children with language delays showed significant improvements in oral language following an intensive language development program.

2. There is need for greater efforts to help normal children to understand that there are individual differences in abilities among children—that is, to foster more positive and accepting attitudes of normal children toward the handicapped.

Documentation:

Project Understanding, a unit of study about handicapped children, was field tested on two occasions and found to be effective in improving the attitudes among normal children toward handicapped children. With the current stress in society on mainstreaming or normalization of handicapped children, there is need to work toward improving the appreciation and attitudes of regular class children with reference to their handicapped peers.

3. There is need to bring services for the gifted under the jurisdiction of the mandatory legislation for special needs children and thus to make such services a "right" for gifted children.

Documentation:

While special services for handicapped children are mandated in Saskatchewan, special services for gifted children may be provided at the discretion of the school board. Three consecutive briefs from the Provincial Federation of the Council for Exceptional Children have highlighted to consecutive ministers of education the high priority which should be placed on making special services for the gifted mandatory.

4. Considerable caution should be used by the Department of Education in developing "special" curricula for groups or categories of handicapped children. While there is a need to recognize the special problems posed by handicaps, it is true that the more specialized the curriculum, the more it will emphasize and create distance between regular and special children. There is a danger that special curricula may become equated with lowered expectations and second-rate education.

Documentation:

The ideal special education is compensatory or remedial education. The closer the curriculum used for special education is to that of normal children, the greater the potential for integration and normalization of exceptional children. The CELDIC Report (1970, p. 146) stresses the importance of serving children with emotional and learning disorders in the community schools and in curricula which closely approximate that for normal children.

5. With the mandatory requirement now that schools provide appropriate education for handicpaped students to age 21 years, there is need for vocationally-oriented and work-study programs at the secondary school level.

Documentation:

The CELDIC Report (1970, p. 147) states that work-study and vocationally-oriented courses are an urgent priority for handicapped secondary students. That is even more true in Saskatchewan where there is not only a mandatory responsibility placed on school boards to serve such youth to age 21 years, but also a mandatory responsiblility to provide education which is appropriate to their specific needs.

B. Issues in Administration and Curriculum.

The Department of Educational Administration has conducted several planning studies for rural school districts. These studies provide data of importance for the Curriculum and Instruction Review Committee. This work suggests that rural school districts need to develop a more considered plan for the delivery of programs. At the same time, these reports acknowledge the problems faced in rural school districts, particularly concerns stemming from declining enrolments. Included in these studies is a list of strategies which might be implemented among rural school districts to meet their special concerns.

Professor Gajadharsingh's study points out the growing number of multi-grade classrooms in Saskatchewan schools. He mentions the specific problems facing teachers in these classrooms: lack of resources; complex curricula; lack of inservice. He notes this area as one which requires special development among Saskatchewan schools, one which will increase with time.

1. There does not appear to be any consistent plan for the delivery of programs. The Department of Educational Administration has completed studies of several rural school systems, with the intent of providing these systems with data for decision making. From these studies emerge several issues of relevance to Curriculum and Instruction Review.

Discussion:

In Planning Schools for the 1980's: A Planning Guide for School Trustees, Professors Renihan and Sackney make this observation: "Rural Saskatchewan school systems, to remain viable, must move from their predominant activity of locating, grouping, counting, keeping track of students, toward a more active role in improving the actual experiences of the pupil, making them more relevant to their needs and to the needs of the local community... it seems that program offerings have shown very little change in this regard." These studies point out several additional concerns with the delivery of program in rural schools: inadequate provision for academically talented and slow learners; serious lack of

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provisions for computer education, education of the physically handicapped, fine arts programs and vocational progrms; need for career and guidance counselling; lack of innovative practices in rural schools; few attempts at local curriculum development.

Connected with the delivery of program, the studies indicate concerns for the teaching staff: little or no preparation time for elementary teachers, particularly those teaching in multi-grade classrooms; and lack of a planned in-service program, connected to teachers' needs. These concerns are noted as (1) teaching in multi-grade classrooms, (2) curriculum content and materials for teachers who are not teaching in their field of specialization, (3) curriculum development and implementation, and (4) alternate modes of delivery of program.

The findings from the planning studies provide suggestions for the improvement of curriculum and instruction in rural schools: (1) bus labs; (2) Home Economics and Industrial Arts in module units;

(3) itinerant teachers; (4) correspondence courses; (5) video-taped lessons; (6) computer technology in the delivery of lessons: computer assisted instruction, programmed learning; (7) alternate year programs: semestering, trimestering, modular timetables; (8) involvement of community personnel for non-teaching tasks and mini-units of work.

2. School planning must develop resources and techniques for teachers who are teaching in multi-grade classrooms.

Discussion:

Professor Gajadharsingh found that there were a large number of multi-grade classrooms in Saskatchewan and that the number would most likely increase. His follow-up study suggested that teachers had specific concerns: adaptation of curricula to multi-grade classrooms, resource material, classroom management techniques. Gajadharsingh strongly recommended that this problem receive immediate attention.

Postscript

This submission to the Curriculum and Instruction Review Committee has provided two kinds of information: opinions of faculty members, and conclusions from research and development studies. Information has been submitted, not to criticize the school systems, but to provide discussion points for improvement.

The issues presented here most certainly present in microcosm the tremendous task facing the Curriculum and Instruction Review Committee. The following example indicates the kinds of conflicting evidence which may surface. Faculty members were most strong in their opinion that students do not possess adequate skills in writing and mathematics. Several faculty members provided data to this effect, supporting their position. In short, these professors suggest that students are not adequately prepared for the work required at university.

At the same time, the planning studies completed by the Department of

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Educational Administration state that teachers, students, and parents believe that the rural high schools do a satisfactory job of providing students with an academic program which leads to post-secondary education. Their concerns are with the lack of technical/vocational programs, and the fact that schools do not prepare students for work. This position, it should be noted, tends to stand in contrast with that expressed by the faculty members in the College of Education, who saw the purpose of the schools more in academic terms.

The resolution of such conflicting position will not be easy. It will require committee members to examine not only the issues themselves but also to derive answers which are radically different from tradition. For example, the answer to the dilemma expressed in the preceding paragraphs might be to request the universities to change the nature of the delivery of first-year programs.

The College of Education acknowledges the significance of the task of the Curriculum Review Committee, and is aware of the vast complexities of the issues. The College wishes the Committee success in its endeavours.

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BRIEF

PRESENTED TO

THE CURRICULUM REVIEW COMMITTEE

ON

"ISSUES IN SCHOOLING"

BY THE

SASKATCHEWAN GUIDANCE AND COUNSELLING ASSOCIATION

APRIL, 1983

I. WHAT IS THE NEED FOR GUIDANCE SERVICES IN SCHOOLS IN SASKATCHEWAN?

Guidance has been broadly defined as "the process of helping individuals to help themselves". To achieve this goal, Shertzer and Stone, in Fundamentals of Guidance (1976, p. 39), state the following guidance services are typically offered in schools to help pupils to develop to the fullest of their potential:

1. An appraisal services. This is designed to collect, analyze, and use a variety of objective and subjective personal, psychological and social data about each pupil, for the purpose of better understanding pupils as well as assisting them to understand themselves.

2. An informational service. This is designed to provide students with a greater knowledge of educational, vocational, and personal-social opportunities so that they make more informed choices and decisions in an increasingly complex society.

3. A counselling service. This is designed to facilitate self-understanding and self-development through dyadic or small group relationships. The major focus of such relationships tends to be upon personal development and decision making that is based on self-understanding and knowledge of the environment.

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4. A planning, placement, and follow-up service. This is designed to enhance the development of students by helping them select and utilize opportunities within the school and in the outside labour market.
5. Evaluation of the above-mentioned services.

(Shertzer/Stone, p. 39)

Thus, the Saskatchewan Guidance and Counselling Association (SGCA) supports the premise that the major purpose of guidance services is to facilitate the personal development of students by offering these services that are continuous, sequential, and developmental from K-12.

Parents, too, should benefit from effective guidance services in the school. Guidance services can provide parents with vocational information that will make them better informed in their planning situations with children and result in more sound expectations and decisions. Also, counsellors can assist parents in obtaining the assistance of private and community agencies and organizations which help children who need such attention because of physical and emotional problems. Through consultation with parents, the counsellor can help them gain a greater understanding of and appreciation for parental relationships and effect on children. This consultation service would also apply in assisting teachers, administrators, and community agencies to help the students develop to the fullest of their potential.

(Shertzer/Stone, p. 404)

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To be effective and efficient, there must be the provision both for personal and for time in order that the above services be of a preventative nature. They must be available when necessary and needed.

A number of studies have been carried out across the country which support the need for guidance services in our schools. Representative examples are included here:

1. THE CANADIAN HOME AND SCHOOL AND PARENT-TEACHER FEDERATION

   The Canadian Home and School and Parent-Teacher Federation, in its report published in 1980 entitled, "A Parental View-point of Guidance Services in Canadian Schools", concluded that:

   - Guidance is an important priority at both elementary and secondary levels.
   - Particularly high priority must be given guidance at the secondary level.
   - One half of parents surveyed were willing to pay more taxes for improved guidance and counselling services (only 1/3 were unwilling).
   - Parents are supportive of having well-trained counsellors available for their children to provide career, personal and academic counselling.

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2. THE TRUSTEES STUDY

The Canadian School Trustees' Association, in their 1980 "Position Paper on School Guidance Services", indicated widespread public dissatisfaction with the manner in which school prepare young people for jobs. As a result, the CSTA recommended:

- to departments of education and schools boards, that each student should have access to a comprehensive career education program from K-12/13.
- to provinces that career guidance counsellors be certified according to a set of minimum requirements.

The message is that trustees want action now from suitably trained counsellors to "ensure the proper delivery of career education" (Manuel, 1982).

3. GOVERNMENT STUDIES

Several provinces have undertaken studies relating to counselling and/or career education, resulting in recommendations.

BRITISH COLUMBIA - In March 1980, the report of the minister's task force on counselling, entitled "Counselling Services in the Secondary School of British Columbia" was handed down.

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ALBERTA - In 1980, a task force delivered by the Minister of Education entitled "School Counselling and Guidance in Alberta" reflected the results of surveying some 18,000 Albertans.

Several other provinces examined counselling services, either separately or as a part of an examination of education in general. The common thread through all of these research documents was the importance placed upon the school's responsibility in preparing young people for entering life beyond the school.

Happily, the definition of the type of preparation needed is not restricted to job skills. Such statements as the following seem to abound in the reports examined:

> "All secondary school students should be assisted to: explore life and career goals; recognize the relationship between subject studies and employment requirements and opportunities; determine their own interests, abilities and aptitudes; participate in meaningful work experience .... where possible; develop mature attitudes towards work and the responsibilities inherent in becoming a contributing member of society ...." (Manuel, 1983).

4. ISSUES IN SCHOOLING - PRELIMINARY QUESTIONNAIRE RESULTS

This preliminary survey has also shown concerns of the community that appear to reflect the need for counselling

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services in Saskatchewan schools.

Under School Quality, "Helping students with special needs", "teaching students what they need to know to cope with the world of the '80's and '90's" and "teaching important values of our society", are three statements that the public felt were the least met needs in our schools.

Under School Practices, the number one concern expressed was "schools pay too little attention to students as individuals" and when the section on Purposes of Schooling, after "levels of skills in reading, writing, and mathematics", the second most important purpose perceived is "learn to respect and get along with people".

5. PREMIER DEVINE

In an address to the Showcase '83 delegates, Premier Grant Devine stated the following:

- improved programs to prepare students for careers should be near the top of the list of school priorities
- "The objective of training for a single career seems short-sighted", Devine said. "An important objective is to learn how to prepare for a working life of change".
- One way of achieving that end is to ensure students gain the self-knowledge necessary for proper career decisions. "We need to look at schooling largely as an opportunity for students to get to know themselves,

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what their strengths and weaknesses are .... and to get to know the tough realities of the world of work and the world of adult responsibilities.

(Regina Leader Post, Saturday, March 19, 1983)

6. PROVINCE-WIDE EARLY SCHOOL LEAVERS STUDY

The Province-Wide Early School Leavers Study, conducted by Sonia Cipywnk, Randy Randhawa and Walt Pawlovich of the University of Saskatchewan, makes the following recommendation:

> "Consideration should be given for the provision of individual assistance to potential drop-outs. For those individuals who experience serious academic difficulties, there should be available, some form of services that such individuals may utilize. One of these services may be in the form of tutoring, whereby individual assistance in a secure environment can be provided.
>
> In addition to the provision of assistance with academic difficulties, it is deemed advantageous to provide assistance with personal difficulties. This assistance may take the form of guidance and counselling services. Early school leavers appear to display numerous adjustment and decision-making difficulties which could be alleviated through the provision of effective guidance and counselling services. It is recommended that proactive, rather than reactive approach to adopted and that identification and intervention of a psycho-educational nature be implemented in the early elementary school grades".

II. HOW EFFECTIVE ARE SASKATCHEWAN SCHOOLS AT MEETING THE NEED FOR GUIDANCE SERVICES?

The Saskatchewan Guidance and Counselling Association (SGCA)

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recognize that many schools and school districts are offering effective guidance services to students. Statistics from the 1980-81 Department of Education Annual Report show however: In 1980-81 there were 59 full time counsellors in Saskatchewan schools and 37 part-time counsellors. In addition, 340 teachers were giving home room guidance and career education classes.

On examining the full time equivalent counsellor component, one finds the equivalent of 81 people in guidance in the province serving a student population of 198,527 students in K-12. In other words, the counsellor/pupil ratio in Saskatchewan in 1980-81 was 1 counsellor for 2,500 students.

The last statistic is most significant when it is noted that the ideal ratio for counsellor/pupil ratio is most often quoted 1/350 and in 1979 a Canadian study by Bedal recommended that the ratio should be in the range of 1/300-500 and noted that across Canada the ratio was actually in the range of 1/500-900.

SGCA is not aware of any studies or reports that have examined the effectiveness of guidance services in this province.

- Based on the above, SGCA feels more must be done to meet the needs of our students

Nonetheless, one area of guidance service that has received a great deal of emphasis in the last few years is that of career education. The Department of Education has developed

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a K-12 curriculum in career education which has been implemented in Saskatchewan schools in a variety of ways. SGCA recognizes the value of this curriculum and notes its need and value to students. SGCA is also aware that this emphasis on career education represents a rather narrow focus when viewed in the broader perspective of the total services that should be offered for effective guidance programs. Obviously, more must be done to meet all the needs of students.

III. WHAT DIRECTION SHOULD THE DEPARTMENT OF EDUCATION BE TAKING?

In order that guidance services be more effective in Saskatchewan schools, SGCA recommends the following:

1. that a needs assessment be undertaken provincially to ascertain what guidance programs and services should be offered. Local needs should also be ascertained.
2. that the Department of Education develop guidelines for guidance services, K-12, based upon the needs assessment of students and schools. SGCA is aware that the last Guidance and Counselling Services booklet by the Department was published in September, 1975.
3. that the counsellor/pupil ratio be examined to bring it in line with generally accepted ratios (Bedal: 1/300-500). This ratio should not be established to the detriment of the pupil/teacher ratio.

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4. that minimum qualifications for counsellors be established. In 1975, the Department of Education defined a professional counsellor as "one who has completed a post-graduate diploma or master's degree in guidance and counselling, in educational psychology or counselling psychology at a recognized degree granting institution". According to the 1980-81 statistics, there were only 44 counsellors with post-graduate training in the field.

4a. that at least one guidance class be mandatory for all teacher training programs at the universities, which would emphasize the teaching of communication skills, decision-making skills, and problem-solving skills.

5. that more emphasis be placed on elementary school guidance services. The 1980-81 report indicates only 12% of the full time counselling equivalents were at the elementary level. This would indicate approximately 9 counsellors in Saskatchewan at the elementary level.

6. that counselling services be made available for all students while, at the same time, recognizing the special needs of special students in K-12. This would include handicapped students, native students, the drop-out, the pregnant student and all others with special needs.

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7. that counselling services strive to eliminate sexism and sexual stereotyping in all areas.
8. that counselling services be recognized as an integral part of the community that the school services. There must be liaison with outside agencies, with parents, with post secondary insitutions and others involved with the needs of the students in our schools.
9. that resources such as Pamphlets, Brochures, Referral Agencies for guidance services be provided and developed where needed.
10. that the duties and responsibilities of counsellors be developed and outlined in the Education Act, as are the duties of other school personnel.
11. that career education (K-12) be recognized as one of the essential services of total guidance program.
12. that once guidelines have been established, a method to examine the degree of implementation and evaluation of the effectiveness of these guidelines in schools be developed.
13. that leadership from the Department of Education is essential if the above concerns are to be addressed.

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Dear Mr. Rongve:

Recently I presented the attached paper to a session at the Saskatoon Teachers' Institute.

Some of the teachers felt that it contained an important message and asked that I present it to the Curriculum and Instruction Review for its consideration.

For purposes of identification, I am President of the Saskatoon branch of Project Ploughshares. I am, however, submitting this in my name, not theirs. I am also a member of the National Boards of UNICEF Canada (of which I am Past President), of the United Nations Association, and of Project Ploughshares. It is out of my twenty years of experience with these organizations at various levels that my concern for the issue of peace has grown. I believe it to be the most important issue facing our society today.

Yours truly,
Joanna Miller
Joanna Miller

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THE ARMS RACE: IS IT OF CONCERN TO OUR SCHOOLS?

I would like to share with you my thoughts on the most important questions ever to face mankind: Do we have a future on this planet? Are we now raising the last generation of children? To you who are teachers, who have dedicated your lives to teaching and nurturing the young, these questions are surely of deep concern.

Why do I put the questions in such dramatic terms? Have we not lived with nuclear weapons for 38 years, each side deterred from using theirs by the knowledge that the other had the ability to retaliate with devastating force? Has not deterrence, based on the theory of "mutually-assured destruction" worked? Why should we suddenly be pushing the panic button?

The answer is straightforward: current policies of the superpowers, when examined closely, reveal that the theory of deterrence in which we have placed our faith for 38 years, has in fact been abandoned. The rhetoric is the same: the reality has changed. How do we know? There are three very clear indications.

First, weapons are being amassed far in excess of any deterrence needs. For deterrence to work, each side requires the ability to inflict unacceptable damage on the other, and to know that its ability to do so will not be undermined by the other. In other words, deterrence has been based on a stable, if uneasy, balance of terror. Current estimates by many political and military leaders say that fewer than 500 nuclear weapons in the hands of each superpower would be more than sufficient to destroy totally the country of the other. Today there are 50,000 nuclear weapons in existence with a destructive power 6000 times that of all the weapons used in World War II, including the two atomic bombs dropped on Hiroshima and Nagasaki. The United States has the ability to strike the Soviet Union with 12,000 weapons and the Soviets to strike the United States with 8000 weapons. To guarantee the survivability of their retaliatory force, both superpowers have dispersed their weapons among land, sea and air-based systems, thereby guaranteeing that even a major attack by the other would leave many times a sufficiency of nuclear weapons for retaliation. Appendix A illustrates graphically the power of these nuclear arsenals.

In spite of this "overkill," the United States is planning to add 17,000 nuclear weapons to its stockpile in the next ten years. We do not know if the Soviets, having achieved nuclear parity with the United States, are planning to add to their nuclear arsenal: we do know that they have committed themselves to matching whatever America does. Such weapons cannot possibly be needed for deterrence: they can only destabilise it. For what purpose, then, are they being added?

Secondly, deterrence is being undermined by the development of new weapons which are first-strike weapons, designed to "take out" the other side's missiles with fast, exceedingly accurate strikes - to destroy its retaliatory power. Since deterrence depends on both sides being confident that their retaliatory power is in tact, these new weapons clearly have another purpose. Let me give you some examples. The American Government is proceeding with the development of MX missiles, Trident submarines and Pershing missiles, all of which are extremely fast and accurate and could be used for a first strike against the Soviet Union. A recent report by Admiral LaRocque of the Washington-based "Centre for Defense Information" concludes that "President Reagan and his advisors appear to have psychologically declared war on the Soviet Union. Some officials believe the U.S. is in a pre-war situation and that there is a good chance of nuclear war with the Soviets. They want to prepare our country to fight and win this approaching nuclear war." Hence the green light has been given to these and many other new systems by the Reagan Administration. Since the Soviets have in the past matched almost every technological development of the West, it can be assumed that they are working on similar systems. Indeed, U.S. intelligence reports seem to verify this.

The speed and accuracy of these new weapons add a new and frightening dimension to the problem of avoiding nuclear war. Weapons such as the Pershing missile, which is about to be deployed in Europe, can reach and destroy their targets within approximately six minutes of launch. The insecurity which this engenders will in all probability push both nations to move to "launch-on-warning" systems: if incoming missiles are "detected" (accurately or inaccurately), the computers will take over and launch the retaliatory blow. Anyone knowing the record of computer mistakes and

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accidents in recent years, must view this possibility with alarm.

Thirdly, deterrence is being undermined by the Reagan Administration's avowed commitment to regaining nuclear superiority. Unable to accept that the Russians have now achieved parity with the USA, implacably hostile to a Soviet system which they regard as "unfit" to co-exist with other nations, they have declared their determination to regain military superiority. With what purpose? Arthur Cox, author of Russian Roulette is not alone in his assessment: "So that they can intimidate, disrupt and eventually transform the Soviet Union by the threat of nuclear war." If coercion fails, they appear ready to resort to nuclear war - to fight, survive and, to quote Defense Secretary Weinberger, "to prevail." In the words of Peter Newman, editor of Maclean's, "The unthinkable is now being contemplated." Since the Soviets have vowed to prevent the achievement of superiority by the U.S., we can only look forward to an ever more dangerous race in which ever more terrifying weapons will be developed and deployed by both sides and which will finally end, almost certainly, in a nuclear confrontation and war, by accident, design, or miscalculation. Few share the Reagan optimism about survival. AMBIO, a Journal of the Human Environment published by the Royal Swedish Academy of Sciences, puts it this way: "Societies as we know them will most certainly cease to exist."

What, then, can be done? How are we to stop this madness, for madness it surely is? I believe we have to start with ourselves, with the nations of the Western Alliance. As citizens of democratic nations we are accountable for their actions. I believe it is time for us to acknowledge our complicity in the arms race, to reject the myth that we engage in it reluctantly, and only because we are forced to by others. We must acknowledge too that it is the West which has led the arms race from the beginning, and therefore it is the West which should take the strong courageous initiatives needed to bring it under control. But how likely is this to happen? Traditionally, Canadians and Americans have trusted those in power to know what is best in these complicated matters and to act accordinagly. Recently, however, a new skepticism has emerged, a skepticism born of the awareness that leadership in these matters is unlikely to come from the top because each group most deeply involved in the arms race, each group to which we might turn for leadership, has, or believes it has, a vested interest in the present system. To whom do I refer?

First, the scientists, engineers and technicians who provide the technological momentum for the arms race. What do they stand to lose if it is controlled? Jobs and careers, vast amounts of research funding (in the United States over half the government research funds are directed to the military) and, last but not least, the challenge. When asked why people design these weapons of mass destruction, one scientist replied, "Look - you have this insoluble problem - how to put ten warheads on one missile, put a computer in its nose, and have them each land on a different city. It's just terrific fun!"

Secondly, the military establishment itself. Its thinking historically is so tied to "winning" wars and winning them with weapons, that it has failed to grasp the meaning of Einstein's warning at the time of the exploding of the first atomic bomb, "Everything has changed except our way of thinking and so we drift toward unparalleled catastrophe." Many within the military has not yet grasped the fact that in the nuclear age resort to war will mean mutual destruction beyond our ability to imagine. And so they continue to refine and amass weapons, believing that each new weapon will provide the elusive security they seek.

Thirdly, the industrial establishment which thrives on lucrative military contracts. I use the word "lucrative" advisedly. A recent report on P.B.S. stated that $90 billion worth of military contracts in the United States have been awarded, not on the basis of competitive bids, but through direct negotiations between the companies and the Pentagon. In 60% of those cases, negotiations were carried out with one company only. Add to this the fact that contracts are nearly always "cost-plus" contracts - the government is charged whatever it cost to build the item, regardless of mistakes, inefficiency, etc., plus a healthy profit - and you have some very satisfied industrialists. It is clear that few are likely to take the lead in capping the well which gushes forth so generously.

And fourthly, governments which are so committed to the present system, their interests so intertwined with the "military-industrial complex" about which President Eisenhower warned in 1960, that their ability to make independent, visionary judgments is often compromised. It is reported that before the recent vote in the U.S. Congress, Congressmen received hundreds of phone calls from military officers and industrialists, urging them to vote funds for the MX. Remarkably, enough Congressmen resisted these persuasions to at least temporarily delay the MX program. What pressures will they be subjected to at the next vote?

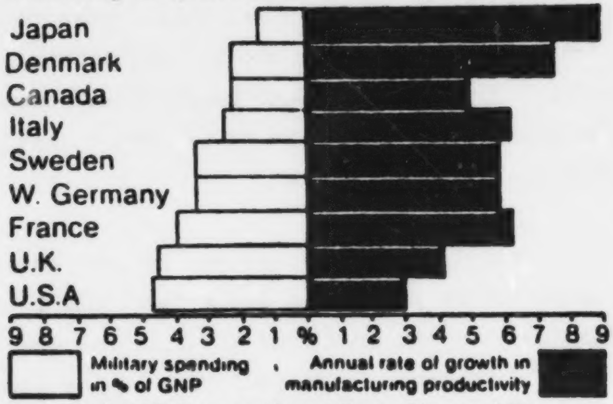
Since political representatives in such governments are supposedly accountable to the people who elect them, how is it that the voters have not demanded that the arms race be halted in the interests of survival? The answer, I believe, is found in the advice given to President Truman in the 1940's: "If you want to get your military budgets through, scare the hell out of the American people." It worked then and it has worked ever since. We have had bomber gaps, and missile gaps, and windows of vulnerability, each of which turned out, once funds were safely voted, to be exaggerations, if not outright fabrications. Or were they just honest mistakes? I think not. I will elaborate on this later.

It is apparent then that if the arms race is to be reversed, we will have to stop depending on others: we will have to take it into our own hands. In the words of Carl Sagan, "We have heard the rationale offered by the superpowers. We know who speaks for the nations. But who speaks for the human species?... If we are not committed to our survival, who will be? "

Up to this point I have dealt with the military issues only and the dangers they pose. But there are other costs associated with the arms race, costs which are rarely understood but which take their toll every day of our lives. I can make only brief reference to them today, but I believe they are issues which students should understand: it is their world which is being distorted. It is their world which is being destroyed.

First, there are the economic costs of the arms race. It is widely believed that the arms race is good for the economy. But quite the reverse is true as illustrated by this chart.

Military expenditure and productivity



Source World Military and Social Expenditures, 1980.

If the goal is to provide jobs and employment opportunities, then almost any category of non-military employment will produce more work for one billion dollars than does defense production.

— U.S. Dept. of Labor

It is clear that countries which have the highest military expenditures have the slowest rate of growth, and vice versa. The problems faced by the American economy today show what happens when a nation directs its capital, its research capability, its skilled manpower to military production rather than to meeting the needs of its people. And the effects of this stagnation spread throughout the world economy.

Then there are the costs to the Third World. The developing countries are, of course, much more adversely affected by the current worldwide recession, much more damaged by the diversion of precious resources and skills to military programs, because they have so little margin. The one billion people now living without even the most basic necessities of life represent, in the words of Ruth Leger Sivard, "a tragedy of human deprivation almost beyond comprehension." "It is," she says, "the ultimate immorality in a world able to lavish $600,000,000,000 in a single year on a military extravaganza."

To bring it down to more manageable figures - the money which Canada will spend on one of its new CF-18 fighters would equip a village health clinic for 40,000 Third World villages which now have no health care of any kind. Ten children die every minute in the Third World because they have not been vaccinated against the common childhood diseases. Yet just four hours of the world's expenditures on arms would provide for the vaccination, each year, of every newborn child.

And that is just the beginning of the tragedy for the people of the Third World. As more and more weapons are provided to these countries, provided primarily by governments of the industrialized countries, political power becomes increasingly militarised. We need only think of Central America to realize how often these weapons are then used to control and terrorize the people: we need only think of the Iran-Iraq war to realise how often the weapons, sophisticated high technology weapons, encourage nations to launch military adventures against their neighbours, with tragic results for both.

There are too, the costs to the global community of neglecting problems which are urgently in need of attention - problems such as the deterioration of our air and water, the loss or depletion of our croplands in a world already hungry, the need for new renewable sources of energy, the search for solutions to sickness and illiteracy. All of these, and many more, demand attention, yet the resources and talents which could be directed to finding solutions are directed instead to development of new and more diabolical ways of killing each other. In the United States today, over 50% of government research goes to the military.

The problem of deforestation is a prime example of our skewed priorities. The worldwide destruction of the forests on which we depend to convert our carbon dioxide into oxygen may result in a warming of the climate with serious adverse effects on agriculture. Even our own Canadian prairies could be affected. The erosion which results from deforestation may, by the year 2000, destroy one-third of the world's croplands. And the destruction of the tropical forests, home of many unique species of plants, animals and insects, may deprive us of the key to new foods, drugs, and other products which could bring untold benefit to future generations. What would it take to reverse this process? A five-fold increase in tree-planting at a cost of $2 billion per year, which is the projected cost of 5 B-1 bombers. But the world neglects the forests and builds the bombers. Where is our sense of outrage? What makes us make such choices?

And then there are the psychological costs of the arms race, especially to the young who are robbed of two essential ingredients of emotional health - hope and a sense of the continuity of life. In a poll of 1000 students in Massachusetts, the great majority expected to die in a nuclear war before they turned 25. What effect does this have on the life and aspirations of our young people - on their relationships, their plans, their dreams? In the words of a grade 9 student:

Not knowing is terrible,
And knowing is terrible.
But not knowing is hopeless,
And knowing may save us.

And finally, there are the moral costs of our willingness to use such weapons on other human beings in defense of our limited and transitory interests. In the words of a Jesuit priest, "The nuclear weapons of the communists may destroy our bodies, but our intent to use nuclear weapons destroys our souls. It is the taproot of violence in our society. Until we face squarely the question of our consent to use nuclear weapons, any hope of large scale improvement of public morality is doomed to failure."

And so we find ourselves trapped in an arms race which brings no security, which undermines our economy, which impoverishes and represses the people of the Third World, which diverts our resources from the urgent problems we face as a global, interdependent community, which threatens our emotional health, and which is deeply immoral. What must we do to free ourselves from its grip?

I believe that we must take several steps. First, there will have to be a quantum leap in our understanding of the issues. We will have to recognise that the world has changed and that settling disputes by resort to weapons is increasingly counterproductive, increasingly dangerous, and can lead to annihilation. Old patterns of behaviour have been rendered obsolete by the new technology.

Secondly, we must recognize the degree to which we have been programmed to accept the view that security can be bought with arms and that we are so threatened that we must acquiesce to any military plans our leaders develop, no matter how irrational or hazardous. How is it that we have allowed this to happen?

It is no accident. In the mid-1970's, powerful people in the American establishment who were deeply opposed to the spirit of Detente and peaceful co-existence which then prevailed, concluded that the secret to the rearming of America lay in convincing the American people of two things:

a) that the Soviets are bent on world domination; and
b) that the Soviets are prepared to fight a nuclear war because they believe that they can win.

If Western publics could be convinced of these two things, the reasoning went, then surely they would approve a massive arms buildup. Sources abound revealing how American, and Canadian, perceptions of the Soviet threat have been molded in the intervening years. Unless we understand how it has happened, we will continue to condone the arms race.

Let us look first at the assertion that the Soviets are bent on world domination. That the Soviets, at the end of World War II, created a buffer zone between themselves and Western Europe by annexing Eastern European nations and that they have since controlled them by repressive means is clear to everyone. But was this the first step toward world domination or did it reflect their fear (some say paranoia) of the West, fear born of the fact that three times in this century they had been invaded by Western nations and fear born of their recent loss of 20 million lives in the war with Germany? George Kennan, America's pre-eminent Soviet expert, believes that this is, in fact, the most reasonable explanation.

That the Soviets also encourage revolutionary movements in the Third World, and seek power and influence whenever and wherever they can, is also clear. But are we sure that this search for influence is any different from that practised by America? Consider, for example, America's record in Latin America where it has been involved in the overthrow of duly-elected governments in Guatemala and Chile, and is now attempting to destabilize the Nicaraguan government. Or consider its support for the repressive regimes of men like Marcos of the Phillippines or Zia of Pakistan. Is the behaviour of the two superpowers that much different? Kruschev may have said, "We will bury you," but Reagan has called for a crusade to "consign communism to the ash-heap of history." George Kennan, a loyal American, has commented wryly, "The methods by which Moscow has been trying to gain influence in the Third World resemble too closely our own for us to indulge in transports of moral indignation."

And we are told that the Soviet military buildup, to the point where they have parity with the West, must be an indication of malign intent because "they have nothing to fear from us." But since we are assessing their motives, we should try to put ourselves in their shoes. How would we feel if we were Russians, surrounded on every side by hostile nations and alliances; the Moslem world on our southern border in ferment - a ferment which could spread north to our own large Moslem populations; faced in the West by an economically strong and well-armed Europe; aware that all the nuclear weapons of the superpowers (except our own) were targeted on us; aware that only a Western nation had used nuclear weapons against its enemies in the past; and listening constantly to confrontation rhetoric from Washington, backed up by plans for the biggest military buildup in the history of the world. Would we, in that position, be content to remain in a position of military inferiority? I think not.

In evaluating warnings that the Soviets are bent on world domination, we would do well to note that in 1979 the Chairman of the U.S. Joint Chiefs of Staff stated that there was only one nation capable of projecting and sustaining its power by military force globally, and that nation is the United States. This judgment was shared by the Rand Corporation which concluded that "gross Soviet capabilities to project power abroad do not remotely equal the US's and could not sustain an occupation/invasion beyond its own immediate border state areas."

It is possible that the Soviet Union is bent on world domination but the reasons most commonly given for believing so seem less than convincing!

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What of the other claim, that the Soviets are preparing to fight a nuclear war, convinced that they can win? What statements are made in support of this warning?

We are told that the Soviets have clear military superiority. Yet anyone willing to do a little research soon discovers that these warnings emanate primarily from those who have a vested interest in the arms buildup or a commitment to the destruction of the Soviet system. Authoritative statements by prominent political and military leaders not committed to the arms buildup indicate that a state of essential parity now exists. Each nation is stronger in some respects, but overall, there is military parity.

We are told too that the Warsaw Pact has such overwhelming conventional superiority over NATO that Germany and the rest of Europe are under constant threat of a sudden blitzkreig invasion by Soviet tank forces. Again, a careful examination of the military balance, including NATO defensive forces, reveals that this is not true. When I asked a Western diplomat at the U.N. Special Session on Disarmament why Western leaders kept stressing this danger, he laughed and said "It's just the rhetoric."

We are told that the West honoured the spirit of Detente throughout the '70's, and it was the Russians who destroyed it with their invasion of Afghanistan; that the United States has trustingly cut back on its military strength and is now vulnerable; that the Soviets outspend the West massively in the military sector; that it is not safe to negotiate with the Russians because treaties mean nothing to them and they will break them at the snap of a finger; and we are told that Russia has such a strong and effective civil defense program that she does not fear nuclear war. Not one of these statements standsup under scrutiny. Yet they are repeated endlessly. Why? Do those making the statements really believe them? I am convinced that many do not, but find them useful "persuaders." But others, and I would include some Canadian political leaders, appear to believe them. Clearly they have not done their homework. Perhaps they, and we, are all victims, as George Kennan suggests when he warns -

> "People and governments have not yet learned how to create great military establishments without becoming the servants of those establishments and resigning themselves helplessly to the compulsive forces they have unleashed."

If we are to resist this manipulation, then, we must begin to think for ourselves, to recognize that the issue between the Western Alliance and the Soviet Union is not whether we like each other, or whether we approve of each other, or even whether we trust each other. It is, rather, whether or not we wish to survive for it is clear that either we will learn to live together, or we will die together. Can we really conceive of any problem which exists between us that would justify resort to nuclear weapons and the indiscriminate destruction they would bring. If we cannot, then we should stop the arms race now, while there is still time.

The third, and perhaps the most important thing that we must do is to recognize that this is within our capacity. In the past, many agreements which defused the arms race were reached, and honoured. For several years in the 1970's, communication and cooperation between the superpowers flourished. And today, blueprints abound for defusing tensions, for reaching mutual and verifiable agreements, for reducing arsenals. What is lacking is the will. It is up to us, therefore, to call for reconciliation between the nations and to insist that they negotiate in earnest. We cannot afford to leave it to those in power (see Appendix B).

But what about the Russians? All the blueprints in the world, all the genuine efforts on the part of the West, mean nothing if the Soviets will not cooperate. But are we sure they will not cooperate? A look at recent history tells a different story. Fourteen verifiable arms control treaties have been negotiated with the Russians and are honoured to this day by both sides. When President Kennedy took the initiative in 1963 and announced his intention to stop atmospheric testing, the Soviets responded almost immediately and the Test Ban Treaty was agreed to. Both nations signed SALT II, yet it is the Russians who have ratified it while the Americans have not. Significant progress was made to a ban on the testing of all nuclear weapons throughout most of the '70's but when agreement was in sight, President Reagan called off the negotiations. The Soviets have pledged never to be the first to use nuclear weapons while the West has not yet taken this step. I could go on.

The point I wish to make is that past Russian behaviour suggests that negotiations might well be fruitful and should be pursued vigorously. In addition, we should remember that there are economic reasons for the Soviets to be interested in ending the arms race. With an economy one half the strength of the U.S., the Soviets undoubtedly feel the stress of the arms race far more than we do, and are forced to divert more of their limited resources away from programs to increase the well-being of their people. We should remember too that avoidance of nuclear war has been basic to Soviet doctrine since 1956 when Kruschev assessed the consequences of war and reversed the Lenin doctrine that war between capitalism and communism is inevitable. Statements of subsequent leaders, and classified Soviet documents, indicate that they still hold to this course. Perhaps they realise, as we seem not to, the truth of the remark by American economist John Kenneth Galbraith, "And rest assured, when it is over, the ashes of communism will be indistinguishable from the ashes of capitalism."

I believe we are justified, therefore, in assuming that the arms race can be controlled and in joining with others to press our governments to get on with it. We should not be discouraged at the size of the task: people everywhere are freeing themselves of the "psychic numbing" which has immobilized us for so long, and are combining forces to create a worldwide movement for peace. Robert Muller, a veteran U.N. diplomat, has written a book New Genesis in which he explains his personal optimism. In reviewing this book, Norman Cousins makes the following comment.

> "At a time when engines of apocalyptic destruction are being wheeled into place, Robert Muller sees new counterforces arising. The very instruments that have compressed the entire globe into a potential single battlefield have also enabled human beings over the same globe to recognise and act on their kinship. There is a vast power, he believes, in the realization by people everywhere that they themselves must be the proper custodians of their planet."

And so we see the churches joining together to speak forcefully to our Prime Minister; we see military men with distinguished careers behind them joining together to work for disarmament; we see leaders in the labour movement beginning to organise, doctors speaking out in ever greater numbers through Physicians for Social Responsibility and scientists through Science for Peace; we see educators forming branches of Educators for Social Responsibility and M.P.'s banding together to work for peace. The list goes on and on. And with this comes emerging political power as with the Freeze Movement in the

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United States which, for the first time in 35 years, is questioning the defense policy of their nation.

In closing, I would like to express the hope that as teachers you will be able to help your students come to grips with these issues. The arms race impinges on every aspect of our life - our economic well-being, our political stability, our environment, our choice of occupation, our social patterns, our emotional health, our moral judgments. There are few subjects in the curriculum which would not lend themselves to exploration of one or more of these issues. If our young people are to cope with a changing world they will need to understand the nature of the crisis we are facing, to think critically and independently about it, to believe that individual efforts do count when it comes to creating a better society for all of us.

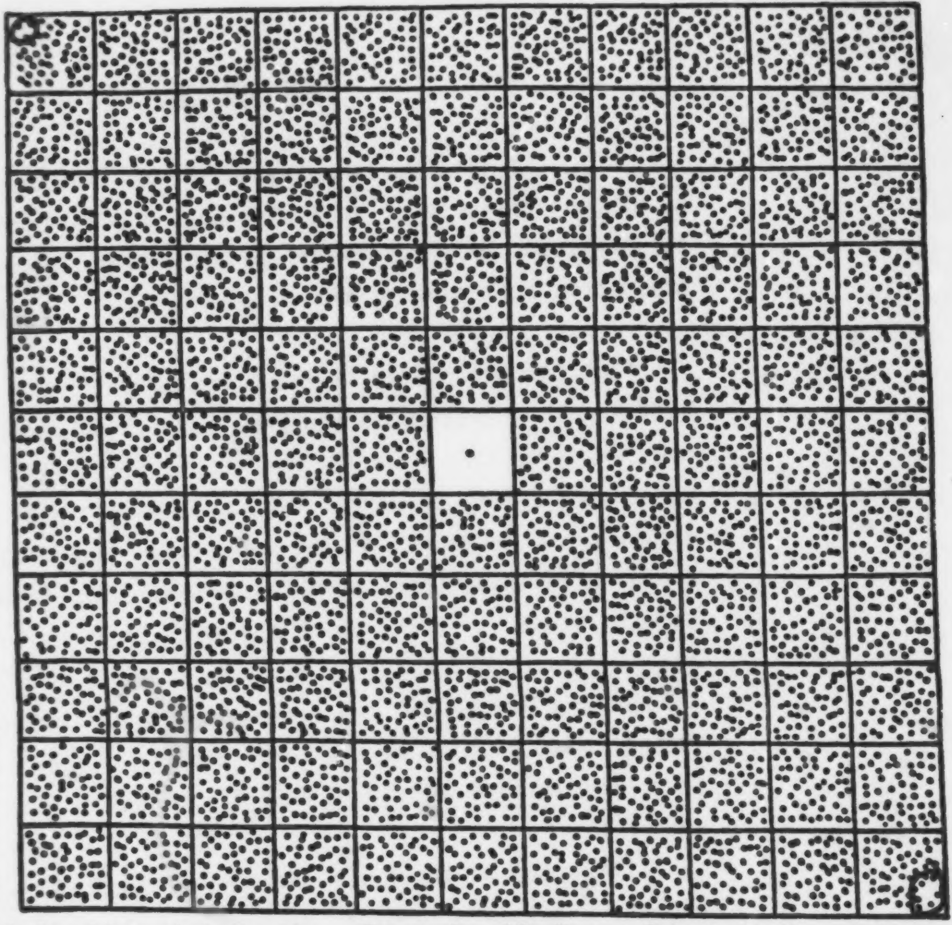
But there is another important reason for us to become involved. It is illustrated by the story of a teacher in a California classroom who asked her students whether or not they thought there would be a nuclear war. Every hand in the room went up except one. "Why, Jenny," said the teacher, "don't you think that there will be a nuclear war?" "Because," replied the little girl, "my Mum and Dad are working to stop it and I think they are going to win." I believe that we owe it to our children to let them know that we believe in the future, that we are not willing to be either bystanders or victims, that we do take responsibility for our lives, and that each one of us can make a difference.

Let us disprove the pessimism of the graffiti artist in New York at the time of the June peace demonstration who wrote "God is alive and well, and working on a less ambitious project."

Joanna Miller
March 1, 1983
(Bibliography
attached.)

—— APPENDIX A

A Map of Megatons



This is a chart of the nuclear world.

The single dot in the center square represents the explosive power of all the weapons detonated during World War II: three million tons of TNT, or three megatons.

Each of the other dots also symbolizes three megatons of firepower. Together, they represent the destructive capacity of all nuclear weapons now in existence—some 18,000 megatons, or the equivalent of 6,000 World War II's.

(In the six years of the Second World War, 50 million people were killed.)

The dots encircled in the square at the upper left stand for the nine megatons of firepower deployed by a single Poseidon submarine. The US has 31 Poseidons. Each carries 16 missiles equipped with 14 independently targetable warheads—enough to destroy all the major and medium-sized cities of the Soviet Union. The illustration on the cover of this issue depicts the consequences of turning equivalent Soviet weaponry against the United States. against the United States.

A single Trident submarine carries weapons with 24 megatons of firepower (see circle at lower right). This is enough to destroy every major city in the northern hemisphere. It is the explosive equivalent of eight World War II's. A dime placed on the chart would cover dots representing enough nuclear weapons to destroy all major and medium-sized cities in the entire world.

The level of destructive capacity reflected in the chart is in accord with agreements reached between the US and the USSR in the SALT treaties. SALT "limits" have been in fact targets; when the two nations agreed in 1972 on a level of 1,300 MIRVed warheads, the US had 800, the Soviets had none.

The chart was conceived by James Geier of Burlington, Vt., and executed by him with the help of Sharyl Green, also of Burlington. Geier is a furniture designer, Green a landscape architect; both are active in the nuclear freeze movement.

A bibliography accompanying the chart cites a number of sources, including *The SALT Handbook*, edited by Michael B. Donley and published by the Heritage Foundation; *World Military and Social Expenditures*, by Ruth Leger Sivard; books by Helen Caldicott, Robert C. Aldridge and the Boston Study Group; and articles by Robert C. Johansen and Sidney Lens, among others. US Senate staff members, acting at the request of Senator Patrick J. Leahy of Vermont, reviewed the chart and "found it to be an accurate representation of the nuclear weapons arsenals of the United States and the Soviet Union."

The chart is not copyrighted and has been widely reproduced for use in educational, organizing and political campaigns. For further information, send a stamped, self-addressed envelope to James Geier, 348 North Street, or Sharyl Green, 82 Loomis Street, Burlington, Vt. 05401. □

APPENDIX B

". . . But in our complex world, most of us are not equipped to conduct the patient detective work which is required in order to penetrate the superpowers' propaganda and reconstruct the hidden historical realities of the cold war.

"Yet foreign policy is far too important a business to be left to the foreign policy makers and manipulators, and today in the Dangerous Decade we all need to be historians if we are to understand and to survive. Only an informed public opinion can challenge the evasions of the superpowers and their client governments, scrutinise their actions and hold them to account for the growing threat to world peace which their policies represent. We need to puncture the bubble of respect which envelops the most tendentious and mendacious statements from 'diplomatic sources.' For the most part, what the superpowers say about one another is pure rubbish, and we should call it rubbish . . . ."

"Stripped of the myths and the ideological self-justifications and the missionary impulse, each of the three big powers act in terms of national security, as defined by a small group of people without public discussion."

From Superpowers in Collision (see Bibliography) page 19.

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15. *Canada, the Arms Race and Disarmament*, United Nations Association in Canada, 1981.
16. *World Military and Social Expenditures*, 1980, 1981, 1982, by Ruth Leger Sivard, World Priorities.
17. *Report from Afghanistan: A first-hand account of the Soviet occupation and Afghani resistance*, Gerard Chaliand, Viking Press, 1981.
18. *On the Utility of War in the Nuclear Age*, Jacques Rastoul, 1981.
19. Talk also based on articles from: *The Bulletin of the Atomic Scientists*, *The Defense Monitor* (Centre for Defense Information, Washington, D.C.), *The Scientific American*, *AMBIO, a Journal of the Human Environment, etc.*

Curriculum Review Committee Submission: Elaine Inkster,
NORTEP Faculty

In the resolutions passed by our Northern Area Teachers Association (NATA) Convention, October, 1983, there is one I would like to bring to your attention:

> WHEREAS there is no production, reproduction and distribution centre for Native curriculum materials development in this province,
>
> BE IT RESOLVED that the STF send a letter to the Minister of Education recommending that the recently established Native Curriculum Review Committee have its mandate the capacity to oversee:
>
> 1) collection, evaluation, and reproduction of existing curriculum materials
> 2) research and production of new materials
> 3) distribution of all these materials
> 4) the provision of in-service implementation costs in relation to these materials.

I would like to assure the members of the Curriculum Review Committee that the viewpoint expressed in this resolution does not represent a flight-of-fancy by a NATA Resolutions Committee: it is an idea who's time is come and may indeed be well past; it represents a dream cherished by teachers of children of Native Ancestry in the north for many years.

Speaking personally, since first coming into the north to teach in 1960, I have been acutely aware of the handicap under which teachers are forced work in this area: that is, attempting to provide classroom instruction to children with a native northern cultural background, using curriculum materials designed in every way for children of an altogether different cultural background. The extraordinary inefficiency and ineffectiveness of such an approach has been widely recongnized for a long time. For both personal and professional reasons I would strongly urge the Curriculum Review Committee to do its utmost to see that this need is recognized and that the appropriate strategies and resources for dealing with it are put into place. I repeat: the hopes and ideals of many northern teachers are embodied in this resolution.

In addition, I want to stress not only the urgent need for materials, but if the enterprise is to succeed – particularily in the context of the high teacher-turnover setting of the north – an inservice program must be undertaken and curriculum guides must be provided so that classroom teachers' will know how these materials are to be used and how they can best be utilized.

Again, speaking personally, both from the perspective of many years of northern classroom teaching and from the viewpoint, at present, of an educator of prospective northern teachers, I very much want and need curriculum materials relevant to northern children. We do not want a piecemeal effort, but an integrated, on-going set of packaged materials that can be placed in the hands of northern teachers and pupils.

The Curriculum Review Committee's serious consideration of this submission would be greatly appreciated.

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CURRICULUM & INSTRUCTION REVIEW

A Brief Presented by
The Prince Albert District Education Committee
Representing Band Control Schools of
the following Bands:

LAC LA RONGE BAND
PETER BALLANTYNE BAND
STURGEON LAKE BAND
WAHPETON BAND
CUMBERLAND HOUSE BAND
MONTREAL LAKE BAND
JAMES SMITH BAND
SHOAL LAKE BAND
RED EARTH BAND

Submitted March 21, 1983
La Ronge, Saskatchewan
Ed Henderson, Chairman

Indian education in Canada has been for the most part neither Indian nor educational.

The Church and the Government were basically more concerned with the development of a non-Indian school system in an Indian context.

The values and attitudes in the Church and Indian Affairs system were designed to promote the concept of assimilation as the best future for Indian people.

It is not necessary to once again parade the statistics reflecting Indian students success in the Church, Indian Affairs or joint school system. The dropout rate from these systems was at an all-time high.

The Indians of Saskatchewan have led the nation in the past 10 years in the development of Indian Control of Education. In the Prince Albert District, all Bands, with the exception of the far north, now have local control of education.

This means that budgeting, teacher hiring, professional development and curriculum development are all accomplished under the direction of the local Chief and Council through their School Committees.

Since the inception of Band Control all Bands in the Prince Albert District have either built or will be building new facilities. The quality of teaching has greatly improved and last year for the first time there were seven schools that did not have any staff turnover. In the North, under more bureaucratic systems, staff unhappiness, reflected in turnover, is generally high. Band control also led to community based teacher training. As a result, the Band control group of schools has one-in-three qualified teachers coming from the Indian community.

The Indian people of this province see their future in education. They insist that there is no future for those who cannot or will not take charge of their own destiny.

In the area of Curriculum and Program Development, Indian people are convinced that the best work is done at the local level.

In order for curriculum to be relevant and meet student needs, it must reflect the students culture, community and lifestyle.

The curriculum must be flexible, student centered, experience based and holistic in nature.

For example, a number of Band schools have pioneered the language experience approach to Language Arts. By eliminating the reader-textbook-workbook approach, the students language usage in school reflects their own life rather than the life of a child in Toronto.

This holistic approach means that in the elementary school, science, social studies and other more academic areas can be integrated into the total language program rather than boxed in separately.

Research skills are being taught from Grade One to Grade Twelve in the experiential approach. This ensures more independent self-motivated work from the students as opposed to the rote fill-in-the-blank textbook approach.

Band schools are working toward the philosophy that process is more important than the 'body of knowledge' approach. We want the students to learn how to think and we must promote rational thought and rational decision making.

The curriculum first and foremost must develop a positive self-concept in the child. This can only be done effectively by total involvement of the child, parent, educators and community leaders in the educational process.

Curriculum development at the local level allows for innovation not found in the larger bureaucratic systems. Courses in Indian Languages, Renewable Resources, Law, Animal Husbandry and Indian Studies all are a reflection of the communities from which they came.

The Indian people want a curriculum that instills understanding and pride in heritage, teaches basic skills in a dynamic discovery approach, and prepares students for a technological future of computers and appropriate technology.

It is our belief that school curricula in the past have been fragmented and compartmentalized. This has resulted in poor learning environments and has failed to provide children with appropriate experiences. We therefore urge the curriculum review committee to accept the need for a more holistic, integrated approach, one which attempts to consider the "whole" child rather than just his or her cognitive aspect.

Every child is a complex individual with unique and very personal needs and abilities. It is foolish to believe that one teaching style or course of study could fit all children when all they have in common is their chronological age. Obviously, the desirable goal should be to attempt to individualize instruction as much as possible. Teachers need to start where children are and provide them with stimulating, enriching experiences from which they can benefit. Too often the individual child's needs have been totally overlooked and an arbitrary and alien curriculum has been imposed.

Each child needs to have his or her worth recognized. A healthy self-concept is vital, without it, a child has little chance of benefitting from any educational situation.

The community-based approach to education allows for input into the physical, intellectual, social and spiritual needs of the children. Every activity and concept in the curriculum should stimulate each of these areas.

As a result of these developments, Indian people look forward with confidence to the future. They now have the framework in place to build an education system that provides skills for a technological world in a framework of cultural identity.

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PROPOSAL

FOR

BLACK BEAR ISLAND CIRCUIT SCHOOL

PREPARED BY: Joe Zbitnew
Director of Education
Northern Lights School Division #113

October 1980

FORWARD

Credit for the original proposal for the development of this program is acknowledged. Our thanks go to Marg Beamont and Ray McKay of La Ronge and to Celeste Smith, the Board of Education member from Pinehouse for doing the initial survey and drafting the original proposal. Much of the information used in this document is taken from their draft.

BLACK BEAR ISLAND CIRCUIT SCHOOL

I. Introduction:

For many centuries Cree-speaking people have gained their livelihood from the land. The nomadic type of existence necessitated by those pursuits has, for the most part, been broken down by various factors. Nevertheless, vestiges of the old way of life style remain in parts of Northern Canada. One of those areas where a significant number of people continue to pursue the traditional way of life is in the Black Bear Island region north of La Ronge and Pinehouse Lake in Saskatchewan.

For Black Bear Island area is considered home for at least sixteen families (see attached map). Their residences can be found on Bulas Lake, Black Bear Island Lake, Trout Lake, McIntosh Lake, Birch Lake, Hepburn Lake, Fisher River, Besnard Lake, Campbell Lake, Birch Rapids, and McTavish Lake, and on several other smaller lakes. It is a region rich in the traditional resources which provide a viable economy and comfortable lifestyle for the people. It is a way of life that the citizens of that area wish to retain.

II. Problem:

One of the most serious problems encountered by people who have decided to pursue this way of life is the question of compulsory schooling. It presents a considerable dilemma since to abide within the legal requirements, their children must attend school. The people do not oppose the educational programs offered to their children through placement with another family in another community or through correspondence courses which may be arranged for their children. The conflict arises when they have to send their young children away from home in order that they may obtain a formal education, or in the event of correspondence courses, to provide the necessary assistance to the students in order that assignments could be completed on a regular basis.

The removal of the child from the home for 10 months each year not only destroys the close family ties the people value, it also prevents the transmittal of the traditional skills and values to the offspring. As a result, the way of life is seriously threatened. To preserve the culture, the values and the language, it is necessary to retain the family unit. Formal education programs do not provide the opportunities for students to learn those skills necessary for survival based on traditional resources.

III. Proposal:

The Northern Lights School Division proposes to devise a new and different approach to provide education to the children of the families in the Black Bear Island area in the form of a circuit school program. Such a program would not require a building, normally known as a school, but in effect would operate as a school.

The school would require two teachers, preferably those who are well qualified, experienced, familiar with the life-style of the people of the area, understand the trapper's and fisherman's way of life, adaptable to constantly changing circumstances, and those who are bilingual in English and Cree. The teachers should be able to develop an educational program suited to the needs of the people of the Black Bear Island School District. Although the basis of the educational program will be that of the Northern Lights School Division, it would be the responsibility of the teacher through consultation with the local people to plan and develop programs designed to meet the needs of the children of this school.

The teachers would live in La Ronge and operate out of a space provided for them and two assistants, as well as a place for storing of instructional materials and supplies.

Two tutorial assistants, not necessarily trained teachers, but persons who have had a high school education, who are bilingual in Cree and English, who are familiar with the way of life of the fisherman and the trapper, who are familiar with the life-style of the people, and who have the desire to assist the children in this district to get an education, should be employed.

Each assistant would be assigned to half the homes in the area, be prepared to travel out of La Ronge each week for a week at a time, to provide assistance and guidance to the students following a particular course of study. Parents would be requested to provide food and lodging to assistants and teachers at rates determined from time to time.

In addition to school supplies as provided through the instructional budget of Northern Lights School Division, other expenditures will be necessary in the form of space rental, purchase of travel vehicles, operating costs for the vehicles, travelling expenses for the teacher and the tutorial assistants, telephone expenses, and the costs of operation of two-way radios.

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Initially costs are expected to be considerably higher because of the capital expenditures such as travel equipment, plane, snowmobile and boats. The operating costs annually may not exceed the cost of operating a school, if the cost of heat, light, and maintenance of a school building, are applied to the cost of operation.

Where two-way radios or telephones could be used, the teachers may be in contact with students on a daily basis from Monday to Friday. This way the school work performed by students could be monitored and explanation of problems, including direction in activities could be provided without actually visiting the home each time. Periodic visits to homes would be necessary to check work completed and to provide instruction on the next topics that students would be required to study.

Because the size of enrollment is equal to the size of a two-room school, the equivalent of maintenance costs will be projected on the basis of an operating two-room school, as well as the grant applicable to transporting of students to school.

Considerable interest has been shown in this project by many individuals, the Academic Education Branch and the Northern Continuing Education Branch of the Department of Northern Saskatchewan, the federal Department of Indian and Northern Affairs, the Department of Education, and Sask-Tel.

The proposal will need an unusual funding scheme and financial support from a number of sources, in order to succeed. Your consideration in this regard will be appreciated.

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BLACK BEAR ISLAND SCHOOL DISTRICT

ENROLLMENT PROJECTION

		K	I-VI	VII-IX	TOTAL
1980-81	Non-Treaty	4	14	7	25
	Treaty	4	19	2	25
1981-82	Non-Treaty	2	16	5	23
	Treaty	0	21	0	21
1982-83	Non-Treaty	0	18	5	23
	Treaty	2	19	2	23
1983-84	Non-Treaty	0	14	6	20
	Treaty	1	14	5	20
1984-85	Non-Treaty	1	10	7	18
	Treaty	0	12	7	19

Enrollment projection is based on information available on families living in the district at present, and does not take into account any movement of families into or out of the district within the next five years. Any children born to families presently in the area after 1980 will not affect the enrollment projection within the next five years. Families on whom information was not available are not included in the projection.

SCHOOL AGE CHILDREN (NON-TREATY)
IN THE
BLACK BEAR ISLAND CIRCUIT SCHOOL DISTRICT

AT PRESENT	FAMILY	CHILDREN	BIRTHDATE	AGE	LEVEL
(Adult Upgrading Small Motor Repair)	HASTINGS, John & Demar (Besnard Lake)	Clifford	Nov. 9/64	15	Adult Upgrading
	FORREST, Rusty & Violet	Josephine	Nov. /74	5	
	(Black Bear Island Lake)	Tena	April /76	4	
Attending at Timber Bay	FORREST, Skiziker & Christina	Hazel	Oct. 4/66	14	IV
		Toby	Nov. 17/69	10	
	(Campbell Lake)	Ben	Aug. 16/71	9	K
		Charlie	June 21/70	10	
Attending at La Ronge	McKAY, Gilbert & Rose	Jean	Apr. 29/65	15	V
	(Black Bear Island)	Sarah	Apr. 4/67	13	
		Theresa	July 17/69	11	
		Franky	July 7/70	10	Correspondence V
	McGRAW, Emily	Ann		14	VIII
[illegible] Correspondence		Melody		12	VI
		Bobby Joe		7	I
All on Correspondence	NELSON, William & Jean	Laurie	Oct. 16/63	16	
	(Trout Lake)	Ricky	Jan. 1/65	15	
		Judy	June 1/66	14	
		Jerry	Jan. 16/68	12	
* La Ronge	TREMBLAY, Angus & Ida	Angelique	March 17/64	16	IX
	(Birch Rapids)	Sylvia	June 25/65	15	
		* Lillian	Feb. 22/67	13	V
	- Homes in La Ronge	* Mary	June 25/69	11	II
		Angus	Sept. 3/75	5	
		Albert	June 6/80		
Attending at La Ronge	TREMBLAY, Edward & Sophie	Henry	Jan. 20/69	11	
	(Birch Rapids)	Julie	Sept. 20/70	10	
	- Homes in La Ronge	Holly	May 5/76	4	

TOTAL - 25

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Indian and Northern Affairs
Affaires indiennes et du Nord

Federal Building
10 - 13th Street East
PRINCE ALBERT, SK
S6V 1C6

September 25, 1980

Joe Zbitnew
Chief Executive Officer
Northern Lights School Board #13
3300 - 2nd Avenue West
P.O. Box 1479
PRINCE ALBERT, SK
S6V 5T1

Your file Votre référence

Our file Notre référence 672/25-1 (E2)

Re: List of Students

Here is the list of students that I could locate as per your request. I suggest you contact Len Neufeld, Meadow Lake District, (236-4472) for further information.

Age

McKenzie - Sandy, Emily #420

Children - Myra Lynn, 05/07/61
- Sandy John James, 20/07/64 16
- Carol Madeline, 20/12/68 11
- Larry Henry, 18/08/72. 8

McKenzie - Matthew Ernest, Emily #681

Children - John James, 13/01/62
- Caroline Susan, 15/04/65 15
- Molly Lulu, 24/10/67 12
- Alexander Edward, 22/06/70 10
- Sally Janet Agnes, 17/03/72 8
- Irene Theresa Madeline, 29/05/76. 4

Ratt - Noah, Flora #579

Children - Walter Paul, 27/08/61.

Ratt - Joseph, Bernadette #904

Children - Samuel Curtis, 30/03/70 10
- Ann Victoria, 16/06/71 9
- Nora Abigail, 21/09/73 7
- Ida Trixie, 19/07/76 4
- Myles John, 19/06/77. 3

Joe Zbitnew September 25, 1980

Ratt - Daniel, Elizabeth #970

Children	- Alex Joseph, 18/01/69	11
	- James Moise, 31/12/71	9
	- Linda Rose, 29/12/69	10
	- Florence Eva-Ann, 24/03/73	7
	- Caroline, 24/03/75	5
	- Mary Lee Matilda, 20/05/76	4
	- Koreen Phyllis Emily, 14/07/77	3
	- Josephine Mary Agnes, 01/12/67	12
	- Flora Marie, 06/09/78.	2

Ratt - Thomas Noah, Flossie #380

Children	- Archie Alex Jonas, 07/04/71	9
	- Thomas Noah, 20/06/73.	7

If I can be of further assistance, please contact me.

Rob Kruse
Ass't District Superintendent
of Education
PRINCE ALBERT DISTRICT

RK/LR

Ratt Archie	Lyle	Dec. 9/65	11
(Fisher River)	Gary	Dec 16/69	10
	Melanie	Apr. 12/72	8
	Andy	Mar. 15/71	9

Total identified
Treaty students 25 students

In addition to the children which have been identified, the following families live in the region described:

		LOCATION
1.	ROBERTS, Phillip and Diane	McIntosh Lake
2.	RATT, Cornie	Black Bear Island Lake
3.	RATT, Victor	Lower Foster
4.	RATT, David	Lower Foster
5.	RATT, Walter	Black Bear Island Lake
6.	RATT, Joe & Emily	Morning Lake

BLACK BEAR ISLAND CIRCUIT SCHOOL DISTRICT

COSTS: (First Year)

Teacher's Salaries	$ 50,000
Native Instructors	$ 28,000
Fringe Benefits (Housing Subsidy)	$ 9,600
Supplies & Materials	$ 50,000
Start-up Library, Textbooks	$ 15,000
Office Rental	$ 5,000
Office Furniture	$ 10,000
Travel Costs	$ 32,000
Telephones	$ 10,000
Purchase of Plane, Snowmobiles and/or boats	$ 25,000
	$189,600

Costs could be reduced by $50,000 for each subsequent year, not taking into account escalation costs for the continuing costs of operation.

FUNDING REQUESTED:

A. Through Foundation Grants:

8 Kindergarten Students @ 755	6,040
33 Division I & II Students @ 1265	41,745
9 Division III Students @ 1750	15,750
	63,535
Northern Differential @ 2,029	24,855
Student Transportation (Transporting Teachers in lieu of Transporting Students)	
50 x 141	7,050

Plant Operation & Maintenance (equivalent costs of operating and maintaining a 2 room school)

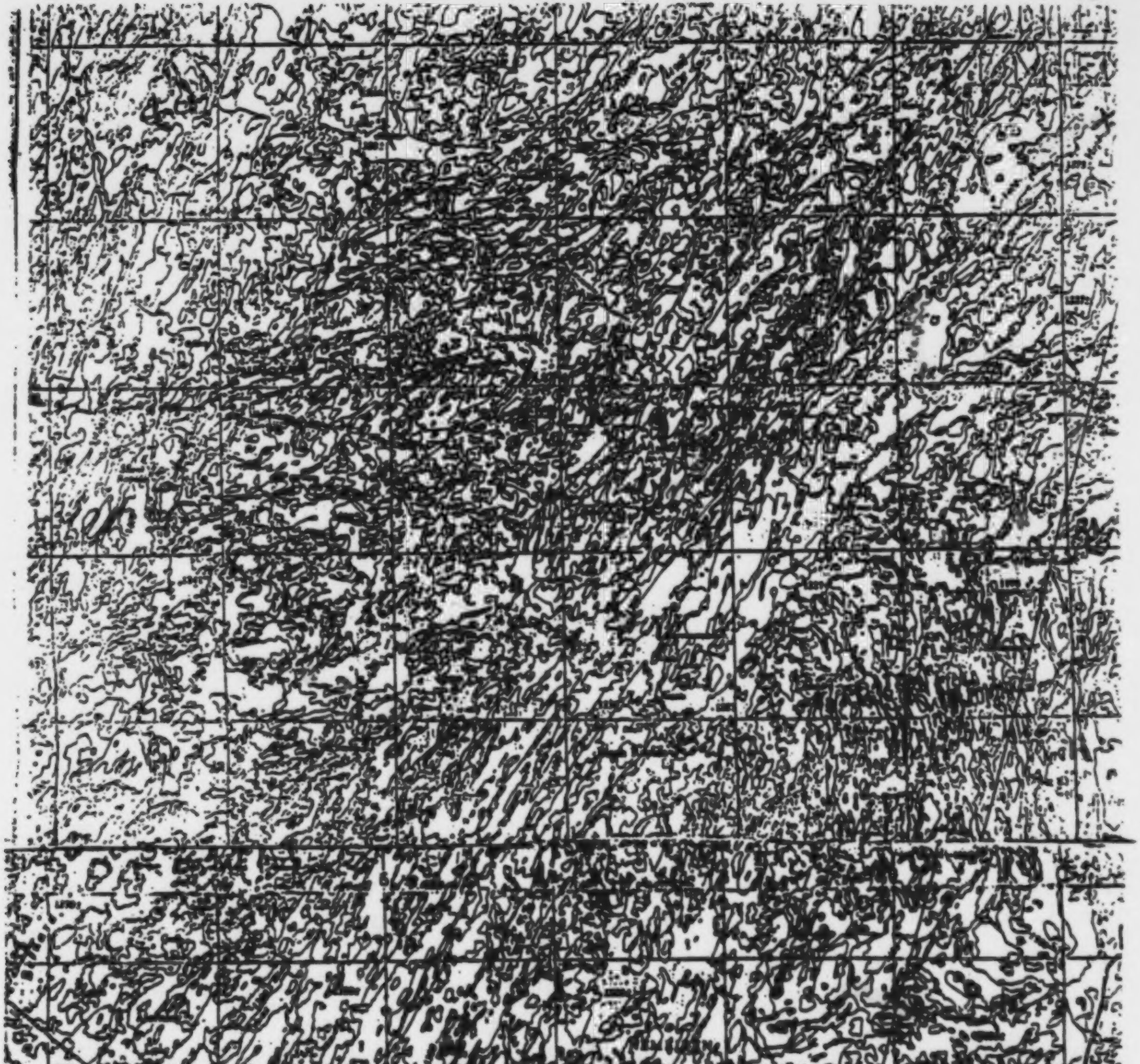
Caretaking	4,637
Cleaning Materials & Supplies	1,611
Maintenance	700
Maintenance Equipment	1,680
Fuel	6,844
Light	8,319
Water & Sewer	959
Telephone	250
	$25,000

Total possible Through Foundation Grants	$120,440
Retrievable Through Tuition from Indian Affairs	$ 69,800
	$ 50,640

Operating Costs	$139,600
Initial Year Expenditures	$ 50,000

RECOMMENDATION:

Operating costs charged to Indian Affairs 25 Students @ 2792	$ 69,800
Foundation grants	$ 50,640
Initial year investment costs Indian Affairs	$ 25,000
Initial year investment costs - N.E.O.G.	$ 25,000
Operating first year - N.E.O.G.	$ 19,160
	$189,600


LAKE
DM
DL

NEGINUK FRIENDSHIP CENTRE

Box 254
La Ronge,
Saskatchewan
S0J 1L0
Phone 425-2051

March 21, 1983

Curriculum and Instruction Review Committee
La Ronge, Sask.

Background

The Neginuk Friendship Centre is a non-government organization dedicated to ensuring that the social, cross-cultural, and recreational needs of persons of Indian Ancestry are met within the community. This is accomplished partly through direct service and partly through advocacy. In the daily experience of the staff, we work with people of all ages whose lives are seriously hampered by the lack of an appropriate and/or sufficient education.

The Centre was very pleased and encouraged that the Government has decided to review the K-12 curriculum as there is more than enough evidence to show that children of Indian Ancestry have not enjoyed the exciting experience of growth of pride in themselves and their skills that should occur with learning. Too often it has, instead, been an experience of confusion and frustration resulting in the individual leaving the educational institution in defeat.

Participation in the Study

In the spirit of this curriculum review, the centre made several copies of the study and made it available for people to fill out. This is what we found:

1. The questionnaire was conceived of and developed in a southern environment where people are more familiar with the format and use of questionnaires and with the particular concepts behind the questions. The Northern culture has very different social/educational roots and is still closer, in practice, to the oral tradition; so it was difficult to make the connection between the questionnaires and education.

... 2

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2. The questionnaire did not receive very wide circulation in the north. There are some groups of people whose view would be very important if curriculum changes are to be useful. These include:

a. Trappers and traditional resource users who are out on the trapline during the time this study is occuring have very specialized needs both from the curriculum and the manner in which it is made available and delivered. One example of work that has been done in this area is attached.

b. Students who have dropped out of the school system should be located and interviewed.

c. Some of the parents have Cree or Chipewyan as their first language and would be able to provide more elpicit responses in their own language.

d. In general, there was insufficient attempt to involve students and parents in these discussions.

It is our opinion that the questionnaires should be redeveloped to include the advice and concerns of groups such as Nortep, Native Women, the Friendship Centre, Band School, Trappers Association and others to ensure that it is an appropriate and relevent questionnaire in the northern social, educational and cultural context.

The questionnaires could be delivered as part of a northern employment creation project using students and young adults as the interviewers. Interviews could be conducted in the language most comfortable to the person being interviewed.

A question of this importance deserves the extra time and effort that would be required to make it meaningful and to obtain the necessary participation to ensure that the results are broadly accurate.

Other Factors

In discussions with the Centres Board and Staff it was noted that curriculum is not a static product and the needs will vary from area to area depending on language and life styles, urban or rural modes of living. The best insurance of a good and relevant curriculum would be the opportunity for ongoing review and development by teachers and parents and particularly the involvement by persons of Nothern Indian Ancestry whose needs are least met by the curriculum.

It was strongly felt that any curriculum will not be much better than the teachers who are teaching it for it is the teacher who knows who his students are and who breathes life into the educational process. Curriculum for teachers may

/071

be one area that has to be developed with more emphasis on teachers skills in being able to adjust curriculum to meet local needs as far as possible.

Life skills coaching would form a useful part of teachers curriculum as they would be able to assist students with the very real, day to day problems they encounter that hamper school performance. It would also encourage students to stay at school as they would be encountering skills that are directly applicable to both school and home.

It was felt that in order to successfully deliver curriculum required a classroom with two teachers to 26 students to relieve undue stress on students and teachers.

In closing, it is fact that many students in the north lead disrupted school lives and have irregular attendance at school. To meet this need would require either a very modularized curriculum, allowing students to move in different subjects at their own speed and to move in and out of the school system without major dislocation. This may be a question of technology as computer teaching programs have more of this type of flexibility. This would also leave teachers freer to concentrate on tutoring and individual problems of students.

The Future

A person requires pride and confidence to move forward in life and take part in the advancement of society. To cope with the problems of the future will require persons who have the confidence and ability to work in areas where the answers are not clear and much imagination, inventiveness and creativity will be required. The school curriculum must teach not only how to repeat information that is already known but to emphasize the ability to propose alternate methods and means of developing creative responses to old and new problems and opportunities.

* * * * * *

"Children are not things to be molded, but are people to be unfolded"

Stony Rapids, SK
SOJ 2R0
March 17, 1983

Dr. Terry McKague
Curriculum and Instruction Review
2220 College Avenue
Regina, Saskatchewan
S4P 3V7

Dear Terry,

Let's use La Ronge as the entrance into the North. Geographically, it is a big area. There are some people living out there in the wilderness either in communities or villages. These communities or villages are not close together.

To travel to some of these places, you have to drive miles and miles. To get to others, you need to fly.

The majority of people living in the northern area are either Cree or Chipewyan. Until about 5 years ago, most of these children came to school with either Cree or Chipewyan as their first language.

The schools in the North (as in other schools) have been teaching our children in English, but English is their second language.

Having had the experience of meeting a lot of people in the North that are either Cree or Chipewyan, there are many things I have observed and that I have heard people saying.

What I have observed:

The native languages are rapidly dying out. The English language dominates the native language. The children speak more English (though not fluently) than their own language. Very few children can read or write in their own language. If a native language is used, it is not the proper way of speaking, but a slang version. They do not think their language is important any more. They do not think their culture is important any more.

The children no longer think the respect for elders is important. They are adapting to the white way of living and value system. There are barriers between the children and their elders because they have different languages and different value systems. The elders cannot fit into the white value system and the young do not understand their elders' value system because of being educated in programs designed for non-natives. This results in great frustration and contributes to the breakdown of society. Standards for acceptable behaviour are being forced to change. Especially the young people do not know where they belong and this confusion may lead to delinquency, crime, alcohol and drug abuse, and even suicide.

What I have heard is that the native culture should be taught in the schools, the major part of the culture being the language. At least, if children can communicate with their elders, they will be able to assimilate more of the culture in normal living.

I strongly believe that we should start teaching our native languages in our schools as a subject in order to help repair and prevent further deterioration of the quality of native life in the North.

I realize that there has to be a lot of ground work done before this can be implemented.

What we need are:

1. Researchers
2. Trained linguist
3. A project coordinator
4. Training programs for language instructors
5. A training package for teachers
6. A text of grammatical structure of languages
7. Materials for reading, teaching, workbooks, etc.
8. Workshop manuals
9. A curriculum for K - 12
10. Implememtation of programs
11. Evaluation

In order to accomplish and achieve any of the above, funding and trained personnel are needed badly.

Although the people in the North have shown an interest in a cultural program or language programs in the past, when it came time to prioritize programs or funding, other programs have always dominated these needs.

We realize we form a minority of the total province, but nevertheless, we want to be heard as well. Therefore, on behalf of the northern ½ of the province, I would like the C.R.C. to consider the importance of our culture and language when making a final decision.

Sincerely Yours,

Mary Jane Kasyon

c.c. **All Members, Northern Lights School Board**
Eli Fleury, Chief Executive Officer
Tom Heidt, Superintendent
Tony Kustiak, Superintendent

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134.

[illegible] CANADA

345 Anderson Crescent,
Saskatoon, Sask.
S7H 4A2

30 March, 1983

Department of Education Curriculum
and Instruction Review,
c/o Mr. K. Rongve,
3130 - 8th St. East,
Saskatoon, Sask.
S7H 0W0

Dear Mr. Rongve:

On behalf of the members of the North Saskatchewan Branch of United Nations Canada, I am enclosing a brief for consideration in your curriculum and instruction review. We sincerely hope this material would facilitate your review of curriculum and instruction in Saskatchewan schools.

Yours very truly,

AK Sarkar

Asit K. Sarkar,
Branch Chairman.

AKS/eja
Encl.

BRIEF TO THE SASKATCHEWAN CURRICULUM AND INSTRUCTION REVIEW - MARCH, 1983.

The United Nations Association welcomes this opportunity to offer some suggestions as to the content of the curriculum for future students in our province.

The challenges faced by the world community for the remainder of this century and beyond, are immense and complex. We believe that it is of the utmost importance that Saskatchewan students should graduate with an understanding of the problems faced by our country and our civilization; with a keen awareness, as members of a democratic society, of their responsibilities to their country and to the world community; with an empathy for and desire to share and cooperate with those whose cultures are different from their own, whether here in Canada or in the wider world; and with skills which will allow them to contribute, as informed citizens or leaders, to the solution of our shared problems and the creation of a just and peaceful global community.

The decade of the Seventies saw unprecedented upheaval in many parts of the world and as we enter the Eighties, there is growing apprehension as to the dangers we face.

This was brought into focus in the Spring of 1980 by the publication of "The Brandt Report," North-South: a Program for Survival. The publication of this report caught worldwide attention and was described by the London Times as "the most important event of the year." In it an independent commission of world statesmen and leaders, drawn from five continents and many political persuasions explored and analysed the urgent problems facing the human family. They concluded that the next twenty years may be fateful for mankind: either we will recognize our interdependence, recognize that we share a fragile and interlocking economic and ecological system, and recognize that we have a shared responsibility for finding global solutions to our problems, or, in all probability we will face global chaos by the year 2000. In their recently released second report, Common Crisis, members of the commission warn that the world situation has deteriorated to emergency proportions and appeal to governments to take urgent action to avert a collapse of the world economy.

On what do they base their dire predictions? On their assessment that the global community faces five major problems, each one of which poses a threat to our future:

(1) The failure of the present international economic system. As we are all aware, this is causing severe economic disruption in all of the industrialized countries, both East and West, and is increasing the disparity between the rich and the poor nations, between the North and the South. It is leading many of the Third World countries toward economic collapse and financial bankruptcy, the spinoff from which affects all nations. (The fact that Saskatchewan does 60% of its export trade with the Third World shows how inextricably our prosperity is linked with theirs.)

(2) The accelerating depletion of the world's resources. In the words of the Report, "We are plundering our planet without regard to generations to come." And, they note, it is North Americans, with one sixteenth of the world's population, who annually consume one third of the world's resources. They warn that it is inconceivable that this should be allowed to continue. Yet most North Americans seemingly are unaware that our consumption patterns are being called into question, that changes will be expected of us.

(3) The degradation of the Earth's environment. We are witnessing, says the Report, "mounting destruction of Earth's capacity to support life," and they warn that the present levels of exploitation threaten our successors with a scorched earth.

(4) The accelerating arms race which now consumes over $600 billion annually of the world's resources and absorbs 40%-50% of all research and development efforts while hundreds of millions of people live in staggering poverty, denied their most basic needs. This skewing of priorities can be dramatized by the fact that the amount spent on one fighter plane would establish health clinics in 40,000 of those Third World villages where people, including children, now have no access to medical care of any kind. Similarly, the amount spent on one tank would equip 520 classrooms in developing countries where widespread illiteracy is a brake binding on every aspect of social and economic development. And the cost of one new American B-1 bomber would finance the World Health Organization program to eradicate malaria, which now takes its toll of the energies and lives of one billion people every year.

With this arms race comes growing insecurity rather than the security which is its rationale. The Bulletin of the Atomic Scientists has advanced the hands of its "Doomsday Clock" to four minutes to midnight and warned the world of the accelerating drift toward disaster.

(5) The continuing rapid growth in world population which, though slower, still remains alarming. "Whether," the Brandt Commission warns, "the nightmarish vision of a hopelessly overcrowded planet in the next century can be averted depends on what is done now to hasten the stabilization of population." In their opinion, meeting the challenges of poverty, of ill health and of hunger will provide the most propitious environment for stabilizing the world's population at tolerable levels. "In the creation of this environment, all countries have a mutual interest." In its 1983 "State of the World's Children" report, UNICEF reinforces this point with the statement "In no country has there ever been a significant fall in birth rates which has not been preceded by a significant fall in the child death rate."

In spite of its dire warnings, the Brandt Report manages to strike a positive note in its refusal to accept any kind of fatalism, and its concrete recommendations as to what should be done in each of the critical areas outlined above. "The search for solutions is not an act of benevolence but a condition of mutual survival." They warned too that this search is much too important to be left to governments and experts alone and they appealed to youth, to women's and labour movements, to political, intellectual and religious leaders, to scientists and educators, to technicians and managers, and to members of the rural and business communities to accept this new challenge.

What are the implications of this for the young people of Saskatchewan? Surely as Canadians, among the richest, the best educated and the most free of the world's people, they have an obligation to participate actively and to provide leadership in the future in the quest for a more stable and peaceful world. Yet how are they to do so if they graduate from our schools unaware of the issues, unaware that our patterns of living contribute to the world's problems? In a test of international news given to American university students, 75% failed. Would Canadians do any better?

In dealing with the issue of education, the Brandt Report took a strong position in favour of global education.

> "We expect much of those among the young generation who will soon carry major political responsibility. We hope that their insistence on dealing with human beings rather than bloodless abstractions or self-serving institutions grows stronger. We also hope that they are more concerned with human values than with bureaucratic regulations and technocratic constraints. And we are convinced of the great role education has to play: a better knowledge of international, and not least North-South, affairs will widen our views and foster concern for the fate of other nations, even distant ones, and for problems of common interest. The Commission feels that schools all over the world should pay more attention to international problems so that young people will see more clearly the dangers they are facing, their own responsibilities and the opportunities for co-operation - globally and regionally as well as within their own neighborhood."

Robert Muller, Secretary of the Economic and Social Council of the United Nations, focuses on the implications of this for the individual child:

> "A child born today will be faced as an adult, almost daily, with problems of a global interdependent nature, be it peace, food, the quality of life, inflation, or scarcity of natural resources. He will be both an actor and a beneficiary or a victim in the total world fabric, and he may rightly ask: "Why was I not warned? Why was I not better educated? Why did my teachers not tell me about these problems and indicate my behaviour as a member of an interdependent human race?"

The United Nations Association endorses these views and makes the following recommendations.

(1) That emphasis should be given throughout the curriculum at all levels (K-12) to creating in students an awareness that they are citizens of the world community as well as of their own town, province and nation. Edwin O. Reishchauer of Harvard University believes that our very survival now demands a quantum leap to this sense of world community. He states:

> "Unless people can learn to have more tolerance and understanding across cultural and racial lines than they have ever shown before and unless they can develop much greater

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> skills at cooperation and, what is most important, a will to cooperate, the long-range prospects for the world may indeed be grim. A great catastrophe that destroyed the whole of civilization would be all too probable. Thus, building a world community is not just a vague and far distant dream. It has become a pressing necessity....
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> "The needs are basically two fold. Children must be made aware of the great physical and cultural diversity of the world. They must come to realize that what they themselves know so well is only a small part of the whole of human experience. They must also be taught to have a sense of fellow feeling for those who live in different circumstances, with differing values and styles of life. Without this empathy, this sense of shared identity, there can be no true world community....
>
> "It is important not to segregate what a child learns about foreign lands from the main curriculum of instruction about his own land and culture. Otherwise the child is likely to be strengthened in his all-too-likely prejudices, in which he sees his own nation and culture as natural and desirable and everything else as alien, strange and inferior. This would be no way to help the child develop a sense of shared identity with others. Instead children should learn about other lands and societies as part of their own land and culture, as variant ways in which people attempt to meet the universal problems they all face."

(2) That Social Studies be compulsory in all grades and that, in Divisions III and IV, substantial attention be given to understanding the issues underlying our interdependence with the rest of the world and our responsibility, as individuals and as Canadians, to work for solutions to our shared problems. We would hope that students would graduate with the skills and the motivation to encourage such participation.

(3) That Saskatchewan students be given a working knowledge of the United Nations. The perception of the United Nations as an ineffective organization because it has not been able to keep the peace overlooks the fact that it devotes well over 80% of its resources, its staff and its time to the task of world development. And it does so in the belief that a world divided into two camps - the desparately poor and the abundantly wealthy - can never be a world at peace. Strengthened by sixteen specialized agencies and fourteen special programmes, the UN today is concerned with practically every global problem - environment, outer space, population, seas and oceans, food, employment, health, human settlements, desertification, water -- the list is endless. Although little understood, the programs implemented by these agencies provide immense benefits for all of us by creating a better economic, social and ecological environment. The work of UNICEF, the United Nations Children's Fund, can give Canadian students a sense of involvement in the lives of children in other lands and a feeling of kinship with these children.

The United Nations serves another very important purpose in providing a forum where nations, many newly-independent and with so much to learn, can meet and work together to solve mutual problems. In the words of Robert Beamish, president of the United Nations Association in Canada, "The only way governments can solve global problems is through international organization. The only effective international organization we have, in spite of its imperfections, is the United Nations."

(4) That in order for the above recommendations to be achieved, attention should be directed immediately to our Colleges of Education and to the development of courses there which will foster an awareness of global issues and the richness and variety to be found in other cultures. Such courses should become a compulsory part of teacher training.

In conclusion, we hope that Saskatchewan students will not find themselves in the position of the man who was found lying on his back staring disconsolately at the sky. When asked what his problem was, he sighed and said, "Just when I thought I'd figured out all the answers, they have gone and changed all the questions." If we are amused by this story, it may be because we who are adults can identify with that man. It is our hope that Saskatchewan students will grow up knowing that the questions have changed and equipped with the attitudes and skills which will enable them to actively and constructively participate in the search for the answers upon which the survival of all of us may depend.

UNIVERSITY OF SASKATCHEWAN

DEPARTMENT OF
BIOLOGY

SASKATOON, CANADA
S7N 0W0

March 17, 1983

Mr. Karen Rongve
Chairman, Curriculum Review Committee
Curriculum Implementation
Saskatchewan Department of Education
3130-8th Street, East
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Dear Mr. Rongve:

On behalf of the Department of Biology, I am pleased to submit this brief to the Curriculum Review Committee for its consideration.

Yours sincerely,

Dr. C. Gillott
Assistant Head
Department of Biology

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Enclosure:

A Statement from the Department of Biology, University of Saskatchewan, to the Curriculum Review Committee, Saskatchewan Department of Education, with respect to the teaching of Creationism in Saskatchewan Schools.

For the past several years, creationist groups throughout North America and to a lesser extent, Europe have attempted vigorously to persuade those responsible for high school biology curricula to enforce the teaching of creationism (under the guises of 'Scientific Creation' and 'Creation Science') as an alternative to biological evolution. In 1979, in Saskatchewan, the then Minister of Education, the Honourable E.B. Shillington, received numerous form letters signed by more than 3000 Saskatchewan residents petitioning for the inclusion of 'scientific creation' in the public school system (Kapuscinski, 1981). These letters claimed that "In recent years much scientific evidence has become available which supports the alternative explanation, scientific creation. The creation model is substantiated by sound evidence from genetics, anthropology, zoology, geology and other disciplines". The petitioners' request was referred to the Division IV Biology Curriculum Committee which appointed a 3-person subcommittee to study the petition and propose recommendations. On the basis of its research, the sub- committee made the following recommendations:

1. Scientific Creationism is not acceptable as a scientific theory to be presented in the high school biology curriculum.

2. The inclusion or exclusion of subject matter in the biology curriculum should be determined by validating it according to the standards of the scientific community.
3. An extensive study of the nature and limitations of science should be an integral part of the biology curriculum. (cited from Kapuscinski, 1981).

In this brief, the Department of Biology, University of Saskatchewan, wishes to place on record its support of the above recommendations. The Department urges the Curriculum Review Committee (1) to reject claims that creationism is a science and (2) to resist pressure from creationists for inclusion of their religious beliefs on the origin of life forms in the biology curriculum.

The history of the creationism-evolution debate has been well summarized by Kapuscinski (1981) and it would serve no useful purpose to repeat it here. However, it is worth noting that debates have raged in a spectrum of forms and places - in Letters to the Editor columns of the popular press, in periodicals (e.g., Science, Nature, New Scientist, The Humanist, Discover, The American Biology Teacher, Natural History and Perspectives in Biology and Medicine), in lecture theatres where creationists and evolutionists have publicly argued their cases, and in the courtrooms. And it has involved many eminent biologists and geologists, including Stephen J. Gould, Michael Ruse, Jeffrey S. Levinton, Richard D. Alexander, John A. Moore and Preston Cloud, as well as leading creationists such as Duane T. Gish and Henry M. Morris.

The principal points that emerge from these exhaustive, yet continuing debates are as follows:

1. 'Neo-Darwinism' is the scientific view on the origins and evolution of living things and consequently should hold the central position in the scientific explanation of the phenomenon of biological diversity.
2. Neo-Darwinism is a true science, being based solely on empirical data and the natural laws derived therefrom. As a scientific theory, it is the most reasonable and coherent explanation of otherwise diverse phenomena, but it is continually open to modification in light of new scientific evidence and is potentially falsifiable (i.e. it is testable). Biological evolution is not a dogma.
3. In contrast, creationism is a position held by fundamentalists and others. Its supporters believe that the account of the origin of life and its diversity given in Genesis is factual; that is, all basic types of living things, including man, were made by direct creative acts of God during the creation week. In other words, creationism is a fundamentalist dogma, not a science. It represents, furthermore, a particular religious view and it is therefore improper to advocate this view in any publicly-supported school curriculum.

It is important to emphasize that despite the name they prefer to use for creationism (Creation Science), even its most ardent proponents have admitted that it is not a science. Gish (1973) has stated "We cannot discover by scientific investigation anything about the creative processes used by the Creator", while Morris (1974) has noted "It is impossible to devise a scientific experiment to describe the creation process, or even to ascertain whether such a process can take place". (Notwithstanding this admission it is noteworthy that Morris is Director of the Institute for Creation Research. See also point 4).

4. It follows, therefore, that there is no evidence for the creationists' point of view. Rather, in any discussion the creationists operate simply by pointing to apparent flaws in the work of evolutionary biologists. Thus, in the Arkansas trial, one of the pro-creationist witnesses, W.S. Morrow described creationism as "an accumulation of asserted inconsistencies or insufficiencies in the evolutionary model". Or, as Mayer (1977) concludes "digging statements out of the work of others that can be misused - seems to constitute the main "research" of the creationists".

5. Modern fundamentalists who call themselves 'scientific creationists' have resurrected Noah and made his flood the linchpin of their system (Gould 1983). The irony is that 150 years ago a geologist and professional clergyman, William Buckland attempted to document evidence for a universal flood, failed, and together with Adam Sedgwick (who had similar credentials) ended up championing glaciation to explain the phenomenon they had observed. The flood theory was, in fact, discredited long before the theory of Darwinism evolution was advanced, by creationists who unlike their

modern counterparts were also exemplary scientists. The enemy of knowledge and science is irrationalism and not religion.

6. Modern creationists must be considered religious bigots, through their adherence to the Biblical account of the origin of life in its diverse forms, despite the absence of evidence to support their viewpoint and in the face of a vast amount and wide diversity of evidence for biological evolution. Because of their stance, "they pull every trick in the book to justify their position. Indeed, at times, they verge right over into the downright dishonest" (Ruse, 1982).

In conclusion, the Department of Biology asserts that creationism is not science but religious dogma, lacking all supporting scientific evidence, and therefore requiring implicit belief in a divine creator. The Department of Biology is completely opposed to any change in Saskatchewan School curricula which would allow for the teaching of creationism in natural science courses.

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Brief Presented to Curriculum Review Committee

March 10, 1983

Prepared by Leonard W. Dupuis, Principal
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To Whom It May Concern:

During these difficult economic times I believe that many schools are experiencing problems with their instructional budgets. One large expenditure is in the area of textbooks. Many times curriculae and single textbooks are not compatable so teachers are required to request several books to be used as resources for their courses. This is a useful educational exercise since students may gain different perspectives on the same problem. However, there are two serious problems associated with this practice.

(1) The cost of more and more resource books becomes prohibitive to school budgets, and choosing appropriate resource books is not always done with enough thought, experience, and selection. In Northern and rural schools we do not have easy access to libraries and publishing companies to be able to choose as wisely as we would wish. Sometimes money is wasted on a text or resource book that may be discarded when a new teacher takes over the course.

(2) Teachers are enthusiastic about designing their own courses in the beginning and they attempt the task with the best intent, but as the year wears on and duties weigh more heavily, the enthusiasm wanes and the planning gets shunted aside. Therefore you get a dynamic and relevant course for part of the year and possibly a "watered-down" version for the remainder.

I believe there should be more effort on the part of curriculum planners to design the objectives of a course more realistically and then discover appropriate resources, be they in the form of offical textbooks or choices of recommended resource books.

I find some of the courses, especially in division II and III, too nebulous for some teachers to work with comfortably. I know we should rely on our professional sense and training to offer to our students the best we can, but that takes experience and practice. It is not fair to expect beginning teachers, for example, to come to a school with a whole wealth of training and knowledge about how to go about this "teaching business" when many of our teacher training institutions do not dwell on the practical aspects of teaching as much as they should.

For example, the division three English curriculum is so vast and varied that it confuses and frustrates even the experienced teachers. There is not enough structure in this curriculum to assure a teacher that these are the concepts he/she should be teaching this year and those will be taught next year, and so on.

The list of skills and objectives is so broad and the choices of content so varied that a teacher cannot be sure if the same materials may be taught many times during the school career of a student. I am not saying that the curriculum should be rigidly structured so that only certain short stories, novels, etc. should be taught in a certain grade, but I think that the pendulum has come to rest somewhere near the centre so that those teachers who require some structure may feel more comfortable about what they are doing, and those with more free spirit and experience may have the choices to teach within some perimeter of consistency.

Another course that bears mentioning is the grade seven social studies course. I have found it difficult to discuss what other teachers are doing because it seems many people are designing their own courses for various reasons. We need a textbook that can be relied upon to contain the objectives of the course and could be embelished by the teacher's knowledge and experience. Sometimes we get teachers who are "saddled" with this teaching task and they flounder all year because they don't enjoy teaching it and they don't have enough guidelines about what to teach.

My major recommendations, therefore, would be:

(1) Design curriculae with more structure, but include options and leeway for innovative teachers so that they may not be stifled and frustrated.

(2) Recommend more comprehensive textbooks and/or resource books so the gamut of choices may be more selective and thus less expensive.

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On The Preparedness of Entrants
to the
University of Saskatchewan

J.B. Gregory
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Abstract

The preparedness of students entering the University of Saskatchewan is examined, using scanty factual data and a composite of university teachers' observations and experiences. It is concluded that while recent entrants show outstanding social maturity, on the whole their intellectual condition is to be described as underdeveloped, i.e. they do not have the knowledge, the command of skills or the ability to think which is desirable in persons commencing university studies.

The situation is recognized as having its origin in the circumstances of the last two decades. Discussion is limited to the consequences for this University and its role in Provincial society. Suggestions are made for University initiatives.

March 2, 1983

Preface

This document has its origin in observation. Over a period of some five years, I have noted a continuing increase in the number of students who visit professors for help. A sharp increase occurred at the beginning of the 1982-83 year, when the sight of a student seated on the floor outside a professor's office became common. A change in the nature of the assistance sought has accompanied the increase in visits. Students now want particular and immediate difficulties resolved for them. This form of request reached a peak when several students in one of my classes asked me to derive for them solutions to problems assigned by me on a regular basis, and for which they would be given credit towards their class grade. Acquiescence would of course distort the grading for that class and individual.

Considered in isolation, the foregoing scarcely constitutes a matter of major academic importance. Individual requests for help can easily be met, if not directly, by an experienced teacher, and were met by me. Further, it appears that the sharp increase in number of students at the beginning of the fall term may have been due to their interpretation of advice given during orientation, viz. to take their problems to their teachers. If so, this is a matter for the Orientation Committee.

However, enquiries, first among my immediate colleagues and then more widely, revealed that my experience is typical. Class room experiences, to be discussed, have a common pattern. More significantly, what emerged is a deep concern for the nature of the preparation — "preparedness" — of our new entrants for university studies. Correspondingly, there is a concern amounting at times to downright pessimism as to the effects of this preparedness on the academic life of this University. The wider implications for the future of this Province are fully realized.

The sum of comments convinced me that the matter is in fact important both for the University and the Province, and that an investigation by an appropriate University body is not only warranted, but would be supported by a sufficient proportion of faculty. There are also administrative concerns, such as space and funding, which warrant consideration of this matter of preparedness. Further, something more than a mere investigation is needed. A strategy for improvement of the situation needs to be developed.

This document is neither that investigation nor does it develop that strategy. It is intended to examine the case for such actions. A consensus will show whether the matter is considered worth pursuing. To make the case, however, some breadth of survey is necessary, including statements of facts. One limitation of the document is my greater familiarity with conditions in the College of Arts and Science, but I trust that when members of other Colleges make their views known, this deficiency will be removed.

During my working life as an academic, the concept of objectivity has been largely abandoned. I will therefore attempt to assess and describe my own frame of mind as I write. Given my decision to retire one year early, I believe that I have as much detachment as is reasonable. I also acknowledge that when a respected colleague in a neighboring university gave as his opinion that as a place for prolonged study of serious topic, the university is finished, I supported him. Nevertheless, I do not wish to see the subversion of an institution in which I have spent eighteen years of enjoyable teaching and productive research. To prevent this, by moving to a more positive situation, is sufficient reason for writing.

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I. Preparedness of Entrants

A discussion of preparedness of entrants to the U. of S. should be based on factual data, eg. results of entrance or school qualifying examinations, preferably in a substantial time series of Province-wide coverage. It is a feature of the Saskatchewan situation that with one exception, there are no such data.

The exception is a series of tests instituted in 1976 by the Mathematics Department. Professor G. M. H. Thomas has kindly made a summary of the results, and this is appended, together with his comments. The performance of students is in his word "disappointing". The mean mark in all years is below 50%, i.e. less than 10 out of 20, declining to 36% in 1981 but recovering to 47% in 1982. The histograms are skewed, with small population of levels above 65%.

Lacking further data, it is necessary to resort to observation and experience, preferably by class room teachers. The comments which follow are mainly based on the writer's observations, made with increasing awareness over recent years, and incorporate discussions with colleagues from several disciplines.

First and second year students at the U. of S. now have two outstanding characteristics. The first is advanced social skills. The writer cannot recall any generation of students, in two countries, which has had such ability to approach peers or elders and to converse with them. None have been more deferential, more polite, more ready to hold a door open for a laden teacher. In the corridor, none have chattered more brightly, smiled so often. In consequence they are most likeable young adults.

The second characteristic is evidenced in the class room. It is lack of development of mental and intellectual skills. For several years, entrants have proved to be deficient in knowledge, both general and particular to a discipline. When required to demonstrate familiarity with the basics of a given study topic, they are either at a total loss, or at best, uncertain. Their lack of confidence in their own knowledge contrasts sharply with their social confidence. In the class room, the smiles of the corridor are quite absent.

One aspect of this deficiency which has immediate repercussions in university work is unfamiliarity with the tools of various disciplines; spelling, grammar, and vocabulary for the humanities, mathematics for the sciences. It appears that although pupils have been exposed to desirable knowledge during their school years, they have failed to retain it. Alternatively, they have no conception of assimilation of knowledge within one's being. Knowledge, it would

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seem, is something to be picked up as dictated by the task in hand, from some external source; a person, a book, a set of formulae, and once used, then discarded. It is not to be forged by oneself for oneself.

It is therefore no surprise that their ability to think is underdeveloped. One assumes that the potentialities for mental activity of our Saskatchewan youngsters are in no way inferior to those of their peers in other Western countries, eg. Australia and New Zealand. However, thinking, either patterned or creative, must be about the contents of mind, and if the latter is not adequately stocked, not much can result. If an agreed starting point for discussion has not been grasped and assimilated, logical development can scarcely proceed. At best, a hesitant and arbitrary selection of possible relationships and consequences ensues; and this is the way our entrants react to requests from their professors for analysis or synthesis

One further comment needs to be made. On the whole, our entrants are quite devoid of intellectual curiosity. Teachers in the College of Arts and Science agree that their hardest task is the re-awakening of natural human curiosity in their students. There is a growing opinion that this attitude is an outcome of a generation's exposure to television. If so, then the University is faced with a completely new situation, unlikely to be transient.

The foregoing reveals a major imbalance in the preparedness of our entering students which continues to be felt in second year also. They have advanced social skills, not matched by intellectual skills. The situation was neatly summed by a colleague, who, unaware of the writer's concerns, announced recently "I have just given a lecture to charmingly mature intellectual infants". Other faculty members have commented similarly, though they have had more concern for the intellectual deficiencies than admiration for the social achievements.

The situation described above is, of course, not peculiar to this Province, but is known to exist to varying extents throughout North America. There are signs of it in other Western countries, but older and stronger traditions of learning still hold sway in these. Thus a Scot could say "How is it that we (in Scotland) can teach our young people so much more in twelve years than you (in Saskatchewan) do?" The point is that since education is a provincial responsibility, the situation is one for the people of this Province. Further, it is not possible to pretend that we may choose whatever standard of education we wish for our young. Their real competitors live in Japan, Europe, Australia and elsewhere, not just in this Province.

II. Consequences for the University

It seems worthwhile to see how the academic life of this institution is being affected by the condition of our entrants. One way of so doing is to use a concept of academic stress, which, if it could be parameterized, would be derived as follows. From the level of attainment at graduation, subtract the level at entrance to university; then divide by the intervening years. This procedure would evaluate mean stress; similarly, stress over shorter intervals, eg. on entrance, could be derived. Attempts to quantify the concept are without merit.

In these terms, the writer considers on that the U. of S. is a highly stressed institution. The level of attainment on graduation is set either by the requirements of professions, or by entrance standards for graduate schools; and there is little change possible if these are to be met. One gathers that professions welcome U. of S. graduates; one knows that the latter have been able to gain entry to graduate schools of their choice. The primary reason for the high stress is therefore the level of attainment at entrance. Individual professors have commented "In the first year, we do remedial work; only in the second year can we start introduction to topics". Again "In the first two years, we baby them; in the last two years, we slaughter them": or in some contrast "We load them down from the word go". Some additional aspects may be noted. U. of S. places considerable emphasis on performance of work, i.e. problem-solving, essay writing, etc., some of which, be it noted, is unsupervised yet contributes to class grade. Teaching terms are relatively short, with little break between them. Perhaps in recognition of the high stress, failure rates beyond first-year are low.†

There can be no question that high academic stress is a disadvantage to professor and student alike. Techniques of teaching are adopted which favour mere transmission of information. Our students are inveterate copyists. Assimilation of knowledge, and consequent development of mind and personality, suffers. An example of the consequences of high stress is the existence of "comprehensive" examinations which, in the words of a colleague, are "an opportunity for a student to find out what he is supposed to have learned in undergraduate years". High stress may be tolerable in training for technology, where re-training will soon occur, but it is not desirable in a liberal arts, science or sound professional course.

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† The judgement of high stress and low failure rates is relative to another system, of which the writer has had about equal experience. This system was characterized by better preparation of students, including optional 13th grade from which direct entry to second year university studies is now possible: somewhat smaller academic content, less emphasis on problem solving, more on understanding, higher pass standards with higher failure rates at all levels, more widely distributed teaching terms, but a three year first degree.

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III. The University's Response

Well, so what's new? Isn't all the foregoing familiar, and hasn't the U. of S. been coping with it for years? Professional colleges have responded by putting up their standards of entrance, and incidentally thereby started inter-College dissension; the College of Arts and Science has had an almost explicit strategy "We know that their preparation leaves a great deal to be desired, but let's see what we can do with them while they're here." Will these responses not continue to be appropriate?

Let us consider the Arts and Science strategy. It has a major weakness. It is critically dependent for its success on two factors. The first is the acquiescence of students; specifically, that they accept the goals traditionally valued in academic life, as imparted and exemplified by their professors. The greater the divergence of student goals, on entrance and throughout their course, from academic goals, the less likely of success is that strategy. The question is therefore whether students entering now, or in the forseeable years, are likely to accept our goals.

It is the writer's experience that increasingly over recent years, students have a different attitude. Someone has said "Students are now coming with 'job' written on their forehead." The day-to-day result is an intense concern for "marks", almost to the exclusion of the significance of class content. The university system is probed continuously in a search for any possible advantage that can be derived from regulations or resources, professors are questioned about "what we must do", and pestered for advance information about the content of examinations. Requests for "help", as discussed above, are in disregard of evaluation procedures, and pleas for leniency sometimes have an edge of desperation. These pressures are exerted not only by local students, but with greater intensity by hard-working students of Asian origin, for reasons which can be surmized. All this is understandable, and there is some sadness in watching a pampered generation readjust to an uncertain future. More practically, it is evident that the concept of a liberal education will tend to be submerged by the consequences of sustained high unemployment (currently 12.8% nationally, 7.8% provincally, higher for youth).

The second factor is the willingness, possibly the ability, of professors to withstand the pressures under which they now work. Phrases like "discouraging" are commonly heard, and comments such as "The students are getting worse." One suspects that the low morale of faculty in the College of Arts and Science, commented upon by its previous Dean, owes something to this situation. It is

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a matter of observation that professors have acquiesced to student demands for assistance to an extent unknown as little as ten years ago. One concludes that the strategy which has served the College of Arts and Science well will not be adequate in future. It must be replaced by a more robust policy in order to sustain the process of liberal education. As regards professional Colleges, the writer is not a member of one, and does not feel qualified to comment. It is suspected that if the pressures are similar, the problem will be to avoid turning out technologists, rather than good professionals. It is hoped that these Colleges will make their views known.

IV Interim Actions

What can be done? This question has been voiced several times by discouraged academics at the U. of S.. The writer does not pretend to know the answers. What is clear is that the time has come to start a search for answers. In this spirit, the following possibilities are discussed.

1) Communication with the Department of Education. (To be read in conjunction with 2) below.

It appears that the matter of inadequate preparedness of entrants has not been represented by the University to the Department, possibly because there is no established and effective mechanism for so doing. Hence the Department should be asked, in all fairness, to accept, as information, a statement from the University that in respect to a segment of Saskatchewan school population, presumed to include the most gifted pupils, some significant aims set forth in the document "Division IV Program Policies, (1970)", have not been realized. Those aims were stated (page 1) as follows:

> "The Division IV Program should provide learning opportunities for all high school students to enable each to develop his greatest potential in accordance with his interests and ability, and to prepare him to make a maximum contribution to the society of which he is a part. To achieve this purpose the school, through its widened program and all of its formal and informal activities, must affect positively the behaviour of its students as adolescents and later as adults in all aspects of living — as wage earners, members of families, citizens of communities, and as unique human beings. This requires maximum intellectual development within the context of sound physical, emotional, moral and social growth."

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It should be emphasized that the aims of "maximum intellectual development" to permit "maximum contribution to society" are identical with the University's aims. School and university attend to the same task at different levels of achievement, but it is a simple fact that inadequacy at school level limits the university contribution, with (Provincial) society as the ultimate sufferer. It would be necessary to acknowledge achievements, such as improvements in social skills. It would also be necessary to recognize the existence of constraints upon the Department, specifically, that university entrants are only a segment of total school population, and that perceived need to educate the major fraction of the latter led the Department in 1968-70 to seek freedom from "the rigidity of tracks and streams such as University Preparatory programs" (Document, page 1). It would further be necessary to accept the inertia of a schools system, and to make clear the University's recognition that any change will require time, perhaps of the order of a decade. Nevertheless, the University's desire for improvement in preparedness, for the benefit of all, should be stated firmly. To guide the Department, schools and teachers, information should be obtained from Colleges and Departments as to specific points of pupil weakness, and compiled for presentation.

The fact that some interchange of information and views has not taken place between University and Department seems primarily the University's responsibility. Individual, informal contacts undoubtedly exist; also the College of Education has its alignment and role in teacher training. However, it is not known whether these channels have been used to convey the University's views, if such exist in consensus, to the Department.

An effective mechanism for monitoring the school-university transition, and for communication between the two educational arms of the Province, appears to be lacking. Perhaps something of the nature of a "Universities Entrance Board/Committee", comprised of representatives of the two Universities and the Department, etc., is needed.

In view of the lack of factual data referred to in Part I, the Department might also be queried as to its attitude to school qualifying examinations. It is understood that the Department is now committed to some form of examinations system. Alberta has recently decided to institute these, and British Columbia is preparing to do so, apparently under Ministeria. direction. Also Ontario, through its Minister of Education, has announced an intent to eliminate Grade XIII, with the consequence that pupils will be expected to prepare for university within a four-year period.

2) University assistance.

A mere request to the Department to "do something" would be inadequate. The magnitude of the problem is such that the University will need to help, and should offer such. As a start, it could be pointed out that when university faculty are engaged in remedial aspects of teaching, they are in fact making a contribution, which is unacknowledged, to education at school level. To render more effective assistance, university faculty should be performing their proper functions. These include the generation and assimilation of new knowledge, and the transmission of it to those who in turn will transmit it.

The foregoing appears capable of practical application. The writer will suggest only one possibility, of which he has had experience. It proves beneficial to both high school teachers and university departments if means can be devised to bring these into regular contact, on a disciplinary basis. A typical arrangement is a several-day "refresher" meeting, at intervals of two to four years, where papers are given and techniques, including laboratory, are presented and discussions held. The university department acts as host, but the exchange of information and views is two-way.

Enquiries show that this sort of help, which would be provided mainly by the College of Arts & Science, has not been organized to any significant extent in recent years by the University. The most obvious reasons are that it represents an additional load on faculty, while the availability of teachers is uncertain. It is not within the scope of the Schools Liaison Officer to do this work. To discuss the matter further would constitute a digression, and the writer would wish to group it with the matter of improvements in University teaching, to which there has been desultory attention but no significant allocation of resources, eg. by the appointment of teaching fellows. The key point is the need for teacher refreshment through easier and more frequent contact with parent academic disciplines, and this matter needs attention by both Department and University. If the problem were to be tackled jointly, resources might be forthcoming.

3) A Restatement of the University's requirements for entrance.

The present statement of requirement of a 65% standing in designated subjects follows the practice adopted in many countries of accepting an extra-mural judgement of suitability of entrants. Such a system is fine

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when it works, but as Assistant Deans in several Colleges can testify, there is a disquieting proportion of individual instances where it has not worked in Saskatchewan. Further, the plaint of this document is that in general, what "65%" signifies within the schools system is not what the University wishes it to signify.

Whether or not the "65%" mark is retained, eg. for the College of Arts and Science, and other marks for other Colleges, it is desirable that the meaning of any such mark, from the University's standpoint, be made clear to pupil and teacher alike. One way to do this would be to apply the procedure of our new grading system, i.e. to state in words, what qualities and capabilities are expected of a pupil who is assigned a 65% mark at the XIIth grade. This should be done in collaboration with the Department of Education, whose grading system is that the University is utilizing for its own convenience. The end result of this process should be made known throughout the (high) schools system, preferably officially through the Department, with interpretation by the University's Schools Liaison Officer, and incorporated in our Calendar.

4) The Instituting of entrance examinations.

This matter has so many aspects, political, administrative and academic that it constitutes a topic in itself, too large to be treated adequately here. However, the possibility of recourse to entrance examinations should be kept in mind from the outset of any deliberations, and developments elsewhere, eg. in Arts and Science at the University of Toronto should be monitored.

5) Mechanisms.

The foregoing suggestions are intended to show that, if there exists a corporate will, then something can indeed be done. The next step is sufficiently obvious as to be stated summarily — it is to find out whether the faculty at the University of Saskatchewan regard the matter as of sufficient importance as to warrant action. If so, a mechanism for action will surely be devised, and since the writer will not be participating, he leaves the matter there.

V. Strategy

As stated in the Preface, this document does not pretend to develop a longer-term strategy to improve the condition of future entrants. Nevertheless, some attempt to place such a strategy in a wider perspective seems worth while.

The problem of inadequate preparation for studies at our University has undoubtedly been present throughout a pioneering era. It is important to realize that the present situation can no longer be ascribed to and tolerated because of difficulties in a new and essentially rural society. Today's students come from mainly urban backgrounds, and until the present recession, they have developed in an affluent society which has adequately supplied the material needs of a schools system. The roots of the matter lie in the mores which developed in that period of affluence. Difficulties have also resulted from technological developments which were unaccompanied by corresponding developments in human wisdom, e.g. television, with computers next. Thus the two problems of inadequate preparedness and the substitution of pragmatic goals for intellectual development are statements of what our society has been and is now. It is society as a whole, and not merely the schools system, which bears the responsibility for the condition of our entrants.

This situation poses a challenge to the University. Any institution with that name is in a centuries-old tradition of caring about the quality of human intellect, and of doing so uniquely in society. Our existence rests on the belief that the mark of an educated person is a well-stocked, ordered and disciplined mind, to be used as mankind's greatest aid in coping with emotion and passion. In a new society, exigencies, such as the need for a concrete which can withstand alkaline environment, may have to be met at the same time as that care is given to the matters of the intellect or even to make such care possible. Nevertheless, the central role must always be present. A university which abandons it or allows it to become submerged becomes an institute of technology.

The University of Saskatchewan has a remarkable record of growth and achievement, as witnessed by the number of constituent Colleges. This record has been placed before the people of this Province over the years, in speeches, annual reports and latterly in newspaper advertisements. Yet the prestige of the University has declined. "There was a time when if you said anything against the U. of S., you'd get a fist in the face, but not now" (Anon.) Just why that decline has occurred is not the topic of this document. What is relevant is the emergence of the question as to what sort of institution this University, now in its 75th year, is to be, and not merely what it considers expedient to do in the near future. This is the perspective of the matter of entrance standards.

The development of a strategy to improve the level of attainment of our new entrants is thus a significant task. It could be the first step in a reassessment of the role of this University on the occasion of its 75th jubilee, such as was accomplished by Queen's University in 1977. Incidentally, that well-regarded institution assigned its highest priority to academic excellence. An improvement in entrance standards would have a most beneficial effect on our University at all academic levels, and is thus a practical means of arresting the decline of this institution into a teach-all school of no particular distinction.

These are several human aspects of a strategy for improved attainment on entrance. The first is consensus within the University. This is not just a matter of mutual acceptance by Colleges of individual requirements on entrance, though clearly this would have to be discussed. Rather it is the need for all groups within an institution to come to agreement at least in principle, and for reasons given below, to present a united front. Specifically, entrance standards are an academic matter, and thus could be considered one for faculty alone to pursue. However, our administration, now self-constituted as another world, and our facul unhappy at the multiple levels of control imposed upon them, need to learn to work together, and this matter is a good opportunity to do so. Further, the Board of Governors needs to be not merely informed of material requirements through official channels, but to be made aware of the motivations of their faculty and encouraged to enter into real communication with them. Again, this matter affords opportunity.

The second aspect is the conveyance to our people of the Province of their University's aims and intents. The writer has encountered the attitude that entrance to university is a 'political' matter; that all parents wish their children to have opportunity of trying a year or two at university, and that in consequence, nothing should be done which might in any way imply restriction on entry. In the writer's view, this is a 'put-down' of our people. There are two clear messages to be conveyed to them which they are perfectly capable of understanding. The first is that though the fraction of population attending university in Saskatchewan has shown a roughly four-fold increase in the last thirty years, it is still one of the lowest in Canada. If Saskatchewan is to realize its potential, it must have more people who are broadly educated and well trained. The second message should accompany the first. In essence, it is "You are most welcome to attend your University, but please note that if you are to benefit from what is offered, you must prepare yourself adequately". All sections of the University should be prepared to support these messages, and dissemination of them should start as soon as the University has made its initial contacts with the Department of Education.

The last aspect is the social climate in which the messages will be received. During the 'sixties and 'seventies, a tacit agreement was reached between society and university in Canada. Individuals would attend university, the latter would supply their wants, and the good life would accrue to both. In the 'eighties, both sides are disillusioned to the point that they will not pay attention to a re-run of that program. For this reason, attempts to represent the University as basically one of Saskatchewan's 'service' institutions can be expected to have only limited success. Of course, an institution which is not of service ultimately disappears. However, the notion of service is a complex one, which in respect to society has engaged the greatest minds for millenia. Today's society is starting to realize that mere quantity — 'If some is good, more is better' — is not ultimately satisfying, but that the striving for quality, as a process, does bring real reward. This University should have no hesitation in affirming that while it can be of practical help, its most valuable service is in the development of the human mind and spirit.

Finally, as this document concludes, there is the matter of leadership. People still look to the University, more precisely, to its faculty, for guidance. Reviewing what has been written here, there emerges the salient feature of the University of Saskatchewan's silence, for some five or six years, since it has become apparent that the goals of the Department of Education's Division IV program were not being met, and that in place of maximum intellectual development, for many pupils minimum development had occurred. The University has a responsibility to its community, and if it is satisfied that justification exists, should not hesitate to act.

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MEMORANDUM

TO: Prof. John Gregory
Department of Physics

FROM: G.H.M. Thomas, Assist. Head
Department of Mathematics

DATE: January 19, 1983

RE: High School Mathematics Review Test

In 1976 the Mathematics Department decided to give a review test in mathematics to all students registered in a first year mathematics course. With one exception (1978), such tests have been given every year in September, usually at the second meeting of the class. The first test was judged to be a little too long and a little too difficult, so the tests from 1977 on have been shorter and easier. I enclose copies of these tests.

Year	No. of Students	Mean	Standard Deviation
1977	1644	9.7	4.1
1979	1716	9.2	4.1
1980	1881	7.6	4.1
1981	2150	7.2	3.6
1982	2477	9.47	4.36

I cannot claim that the tests for 1977 to 1981 were all of the exact same level of difficulty but the changes from year to year were minor, so I do not believe the level of difficulty increased much, if any. I do think that the 1982 test was slightly easier than that in 1981. The 1982 test was prepared with the collaboration of three High School teachers so that we could be sure that every question was fair, something the students should be able to solve and expressed in notation they were familiar with. These results are disappointing in view of the fact that the questions are not difficult and deal only with very basic topics from algebra and geometry and trigonometry (mostly algebra).

Copies of the exams and summaries of the results have been quite widely distributed, eg. to Deans and some Department Heads and other faculty in the University, other mathematicians at Canadian Universities, Department of Education officials at Regina, School Trustees Association, School Boards, the Division IV Mathematics Curriculum Committee, the Saskatchewan Mathematics Teachers' Society and individual High Schools and teachers who indicated an interest. Some discussions have taken place on a number of occasions with

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teachers and officials as to the reasons for the relatively low scores and what might be done to improve the situation, but the problem seems to be a very difficult one, and solutions hard to come by.

The tests have been used by us only as information which assists us in advising students on their prospects for success in Math 175 or 104, for example. A little work has been done on the correlations between students' marks in grade 12 mathematics (algebra 30 and geometry-trig 30), and their scores on our High School Mathematics Review Test, and their final marks in Math 102, 104, 123, 175 and 190. The preliminary indication is that there is a good correlation between these things, but this has so far been investigated for one set of data only, and even this was not done as a proper scientific study. As you may know, more comprehensive studies have been done elsewhere. For example, I have a couple of documents from Carleton University describing the studies they have done over the years, which seem to be very thorough indeed. They use their tests as screening devices and students' choices of classes in mathematics at Carleton University are governed by their scores on this "entrance exam".

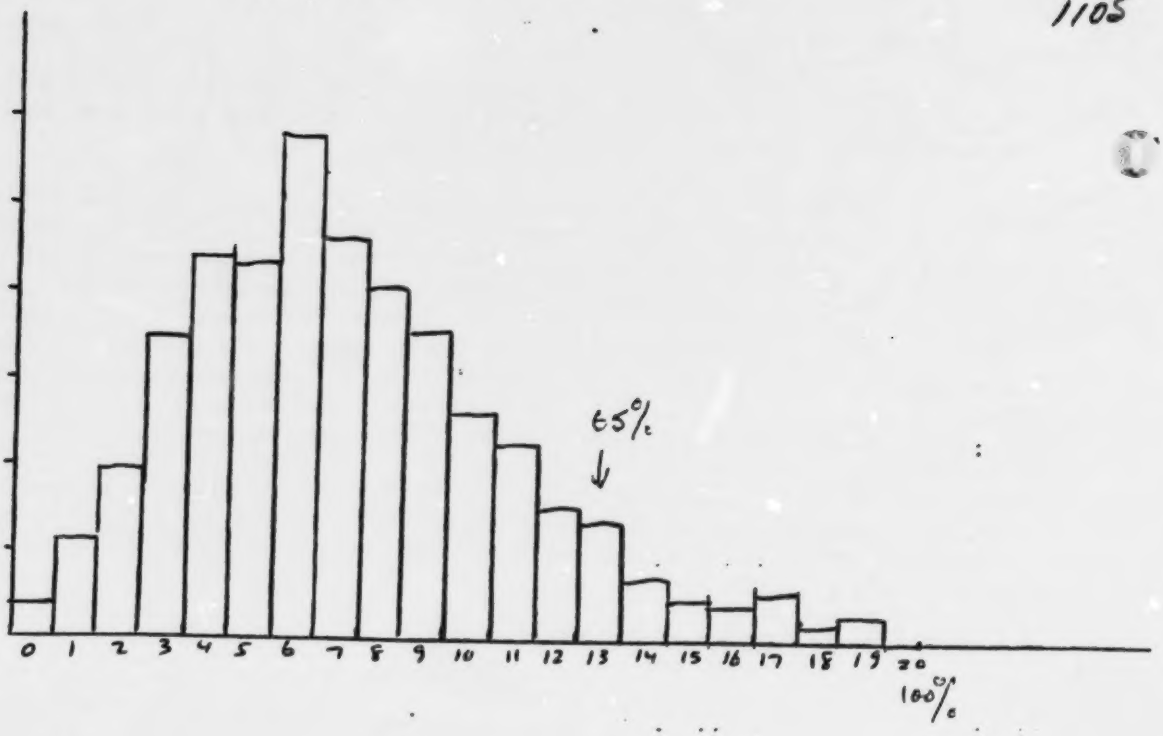
See histogram on the back of page one.

North Thomas

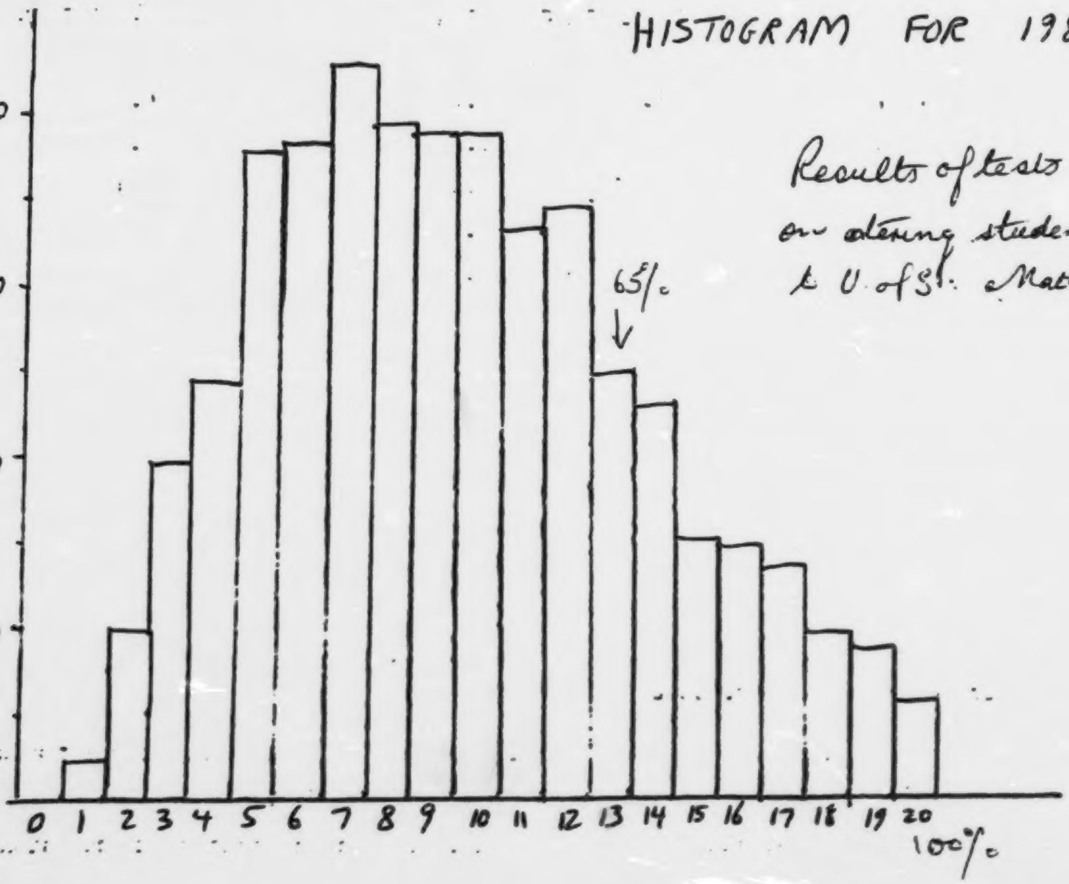
G.H.M. Thomas

/cp

HISTOGRAM FOR 1981



HISTOGRAM FOR 1982



Results of tests
on entering students
to U. of S. Maths Dept

March 31, 1983

The Curriculum and Instruction Review

A Brief Prepared by the School Council of Lorne Haselton School, Saskatoon.

The School Council of Lorne Haselton School is composed of interested parents who join forces to support school activities, organize fund raising events, and endeavour to aid communication by acting as a liaison between parents and school. Funds raised are intended to provide financial support for worthwhile needs and projects which are unlikely to be fully funded by the education authorities.

The School Council warmly welcomed the principle of the Curriculum and Instruction Review. The Council felt that it was best placed to organize a joint approach, and, to this end, meetings of parents were called.

This brief details the results of the group discussion.

The Group Approach

Whilst an ideal approach might have involved the group in addressing the questions and issues raised in the Discussion Paper, this was not possible for two main reasons.

Firstly, many parents had major and specific concerns regarding the educational process. They were natrually anxious to voice these opinions and wanted them to be included in the brief with suitable emphasis.

Secondly, certain areas of the Discussion Paper itself came under criticism. The Paper was generally criticized for being far more verbose than was necessary, and it was felt that this had contributed to a parental apathy which was evident in the low attendance. In addition, exception was taken to the manner in which some questions were posed in both the Paper and the Survey. A general opinion was that some questions were so subjectively posed that many seemed rhetorical rather than genuinely interested in an honest and constructive answer.

Overall, the impression gained was that the education authorities had attempted to present an issue to parents and so invite response; that approach was very well received. However, the sheer size of the Discussion Paper must have deterred a good many readers before they even started. Furthermore, the literary style may have alienated some of those who did manage to start. Whilst the approach was strong in principle, the practice was hardly an example of concise and objective opinion gathering.

Specific Issues Raised by Parents

1. Communication

The parents were ingeneral agreement that there is a fundamental weakness in the standard of communication between the educational authorities and the parents. The criticism is not that there is no communication because the schools, judging by Lorne Haselton, make every effort to keep parents in touch.

However, there is an obligation on the policy-making authorities to keep parents informed of the policies which are being implemented. This obligation includes the requirement for information to be clear, concise, and objective. There should be a distinction between communication at the school level and communication at the policy-making level.

Parental awareness and involvement could be heightened in the areas of course ~~interest~~ content, course objectives and teaching methodology. This would result in a heightened ability for parents to monitor the progress of their own children and a considerable reduction in what now appears to be parental apathy. The eventual outcome should be a higher level of contact between teachers and parents and an earlier identification of problem areas.

2. The Fundamentals

Considerable discussion centered around the areas of fundamental education, and virtually everybody expressed an anxiety.

The anxiety surrounds the common opinion that the distinction between the development and the application of knowledge may have become "blurred" in certain situations. Parents felt the need for reassurance that the fundamental mathematics and reading skills are thoroughly instilled before any further curricular progress is allowed.

For example, there is no jusitification for progress into areas such as practical mathematics and computational practice if the child has not fully mastered, and proved to have mastered, fundamental mathematics. Similarly, any application of reading skills in the development of knowledge of other subjects is irrelevant if the child has not fully mastered the art of reading. It is not just an irrelevance but a dangerous irrelevance, opening opportunities for children to be left far behind by a curriculum which may be moving too fast for them.

Parental concerns about fundamental weaknesses can be at least partly alleviated by the existence of proven and perceptive performance measurement systems.

3. Progress Measurement

Virtually all parents would like reassurance on the system's ability to monitor and measure the progress of each child. This complements the point made above, and both points are deeply rooted in parent's fears that slow progress and specific problems may not be spotted until they had reached an advanced stage.

These fears were vividly portrayed in an example offered by one parent whose child's reading problem had apparently become quite pronounced before it had been spotted.

It was felt that reading, and also mathematics, must be complemented by regular and proven performance measurement mechanisms. Anything short of this represents a very serious flaw in the educational system - it may not be a flaw which acts to the detriment of all children, but if it affects any children it is still a flaw.

4. Technologial Advance

There was general agreement that, despite financial constraints, there was a need to better equip schools to keep education in pace with technological advance. This has to be achieved somehow or the gulf between the school system and "the outside world" (for want of a better term) will grow ever wider.

5. Core Subjects vs. Lighter Educational Topics

Whilst no criticism was made of the current balance between core subjects and the lighter educational topics, parents felt the need to be kept informed. The natural view was that the core subjects had to be comprehensively covered before any peripheral subjects were covered in depth.

6. Libraries

The support for library facilities in resource centres was total, but parents felt that their value could be severely undermined by cost-cutting in full time library staffing. It seems incongruous to equip a library with an expensive inventory of very worthwhile books and yet staff it part time when the librarian is probably the one person who can help children make best use of it.

7. Teachers' Inadequacies

Whilst no parent voiced a criticism of any teacher, past or present, at Lorne Haselton School, an unease was expressed concerning the manner in which the system identifies and deals with any possibly-inadequate teachers that do exist.

Few parents would deny a possibly-inadequate teacher an opportunity of 'salvation' through assistance from principals and other representatives of the system. However, such an approach requires the problem teacher's performance to be constantly monitored; it also requires somebody to grasp the proverbial "nettle" if a final decision has to be made.

Grave doubts were expressed about any policy that might see an inadequate teacher moved from school to school in an attempt at re-motivation.

8. The Pendulum of Change

Whilst it is difficult for parents who are not involved in education to focus on the 'pendulum of change', they would like an appreciation of it. In many ways the pendulum is indicative not just of progress and current thingking, but also of the level of experimentation. All parents feel uneasy at the prospect of their children being used as a "testing ground", even if that may be a somewhat emotive viewpoint. Consequently, parents would like an appreciation of the direction of thinking and the reasons behind it.

Topics Raised in the Discussion Paper

The following is a brief summary of parental views concerning items raised in the Discussion Paper.

Needs Everyone Shares

1. Survival

and

2. Security

The group saw similarities in the school's involvement in the survival and security aspects of a child's upbringing. There is no substitute for guidance and observation from the home in these areas, especially in the area of moral values. However, this can sometimes break down or, alternatively, anti-social or self-destructive behaviour patterns might only appear outside the home. In such cases, the school has a vital role to play which is an extension of its observation role. The school can present children with facts on which children can base their own evolving personalities and behavior patterns. It can also, simply through observation and awareness, identify problem areas and even problem children. The extent of the school's involvement in attempting to remedy such problems, is a highly debatable issue; all parents wanted to see the schools spot problems but few felt that valuable teacher's time and expertise should be devoted to solving them.

The group's conclusion was that there should be some form of mechanism in the system for handling behavioural problems, and that the teachers roles should be to observe and refer, but not necessarily to address and solve.

3. Social Relations

Again, parents felt that the emphasis should be on teaching academic subjects, but social matters can and should be covered at school.

Some guidance would be appreciated by parents, especially those who are endeavoring to make a contribution through organizations such as school councils: Where do the funding responsibilities of the system end, and where do those of interested parents begin?

4. Values

As in "Survival" and "Security" above, moral values should come from the home; that is a responsibility which parents cannot abdicate and is one which the school cannot take on. However, the schools can make a contribution to the personality evolution of its children - it can present facts.

Self-Fulfillment

Individualized instruction must be a goal of the school system but it does not necessarily mean that teachers must spend vast amounts of time on a one-on-one basis.

The group felt that enrichment is instrumental in achieving a pattern of instruction which allows different children to progress at different paces. The integration of various abilities may be a problem but it is one which must be overcome if rising standards of education are to be maintained.

The school system has an unenviable taks in attempting to ensure that the brighter children are not held back, and that the slower children are not left behind. Whilst acceleration may well be the answer, there are implications of social stigmatism, but there seems far less objection to streaming in high schools and upwards.

If self-fulfillment is to become more common, and it must, the issues and implications must fully be defined. This could result in a move towards streaming and acceleration which might cause a degree of resentment in some circles. However these are issues which cannot just be talked about for ever - again, somebody must "grasp the nettle" and make the necessary decisions.

It is hoped that our comments may be of interest to the Curriculum and Instruction Review process. Our group did not necessarily see its role as one of answering your questions; it felt a need to voice questions of its own. Accordingly, the group would like to see this Review begin an ongoing process of communication between the education authorities, the schools, and the parents.

It would be a great tragedy if nothing more were heard for another ten years.

Please address any queries concerning this brief to:

The School Council
c/o Lorne Hasleton School
Saskatoon.

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SASKATOON REGION COMMUNITY COLLEGE

145 - 1st AVENUE NORTH, SASKATOON, SASK. S7K 1W6
Phone: (306) 244-1114

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March 29, 1983

Mr. K. Rongve,
Dept. of Education,
3130 8th St. East,
SASKATOON, Sask.
S7H 0W2

Dear Mr. Rongve:

Please find attached our submission to the Curriculum and Instruction Review Committee.

We hope that our comments will be beneficial to the Committee and we thank you for the opportunity to participate in the review.

Sincerely,

Helga Christensen

Helga Christensen,
Chairperson,
SRCC Board of Directors.

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Attachment

SUBMISSION TO THE DEPARTMENT OF EDUCATION
CURRICULUM AND INSTRUCTION REVIEW COMMITTEE
BY SASKATOON REGION COMMUNITY COLLEGE, MARCH 1983

Saskatoon Region Community College commends the Minister of Education and his Advisory Committee for undertaking an open and thorough review of curriculum and instruction in the provincial educational system. Our college welcomes the opportunity to participate in this review.

Serving Saskatoon and an area approximately 50 kilometers around the city, Saskatoon Region Community College registers and/or provides learning opportunities for approximately 10,000 adults annually. Our 1981/82 Annual Report notes that 704 courses were provided to adults in our region during 1981/82. In that year 198 of the courses provided were in the basic education area. On an annual basis, approximately 3,000 adults use the opportunities which we provide to improve their basic education. In co-operation with Saskatoon Board of Education, we deliver evening high school credit courses (1,000 students per year). In addition, the college itself provides a full time adult 1-12 program (400 students per year), a General Education Development Examination program (450 per year), employment readiness and living skills programs (200 per year), and a walk-in learning centre (200 per year). Our career counsellor sees over 400 adults a year for academic or career planning consultations. In many of these areas, our programming is limited by financial considerations. There is certainly a demand for increased services if we could provide them.

The demand for basic education opportunities for adults noted above reflects the need for lifelong learning opportunities which can respond to current aspirations, career plans, learning styles and improved cognitive development in adults. There is also an element of compensatory learning by those of our registrants who dropped out or failed in the regular school system. Working as we do with these two groups of students, those who seek further education as a result of changing demands of the labour market, and those who seek education to compensate for a lack of skill development during their childhood, we have developed a few recommendations for the consideration of your committee.

The provincial education system is going a long way toward meeting the needs of the students and providing for future requirements of society and the work place. The majority of students successfully develop the academic and social skills necessary for them to become responsible contributors in our society. This success is due in part to the system's ability to provide effective teachers and relevant, challenging curricula. Our comments are a reflection of concern for that minority of students from the regular school system whom we serve at a later date; concern to prevent drop-outs and failures and concern to better co-ordinate educational activities amongst the various systems to ensure that the provincial educational system as a whole facilitates lifelong learning.

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THE NEED FOR LIFELONG LEARNING

It is commonly held knowledge that the average Canadian adult will change occupations every four years and will undergo major career changes three or four times in a lifetime. This refects the rapid development of technology and the changing demands of the labour market. As a consequence, throughout their lives, people will have need for education and re-education in response to changing aspirations and career plans. There has always been a need for lifelong learning opportunities which can respond to developing maturity and its impact in changing learning styles and improving cognitive development. These needs are further enhanced by the changing character of the work place. It is recommended that the government of Saskatchewan recognize the need for the provision of lifelong learning opportunities.

ADULT LEARNERS AND THE DEPARTMENT OF EDUCATION

We understand that 30% of enrollments at the Saskatchewan Government Correspondence School are adults. Furthermore, Saskatoon Region Community College enrolls more than 1,000 adults annually in high school credit programs. The adult learner looks for practical application, relevance of material to current life situations, and a degree of self-direction or choice in required content.

In view of the high numbers of adults taking Division IV credits in part time evening classes, day classes and by correspondence, it is recommended that the Department of Education exercise increased sensitivity in curriculum development to the needs of the adult learner.

CO-ORDINATION BETWEEN SYSTEMS

Many learners cross educational systems in obtaining their basic education. They may complete Grade 9 as an adolescent in regular school, Grade 10 in an adult class at the community college, and Grade 12 in an adult high school credit program. Co-ordination between systems is essential, particularly with respect to the mutual recognition of academic credits. We recognize that adult basic education programs have developed in some isolation from the educational system for children and there will be a need for consultation and common standard setting in order to reach agreement with respect to mutual recognition of credits. The Department of Continuing Education has recently made it possible for all academic credits issued by the Department of Education to be recognized when an adult student enrolls in an Adult Basic Education program. It is our hope that the Department of Education will soon take a similar stand with respect to the Department of Continuing Education academic credits. We therefore recommend increased consultation and co-ordination between the Departments of Education and Continuing Education with a view to establishing the mutual recognition of academic credits.

CAREER AND ACADEMIC COUNSELLING

The majority of adults who enroll in college high school credit programs are seeking prerequisite subjects for further training. They may have senior matriculation but lack the required science or math needed for entrance to post secondary education, training programs or employment. In view of the high demand the college experiences for prerequisite subjects (especially maths and sciences), we recommend that schools provide improved guidance in choosing subjects particulary in the identification of those subjects which are prerequisites for training or employment.

At the college we find that the majority of adults who enroll in our Adult Basic Education programs have little awareness of the scope of employment opportunities and have engaged in very little career exploration and planning activity. The recent Canadian experience of high unemployment, coupled with shortness of skilled manpower, points, amongst other things, to the lack of orientation of our young people towards training and employment in technical, trades and professional areas. The school system has been aware of this for several years now and several good quality career counselling programs are in place, particularly at the high school level. We recommend continued improvement of career counselling capacity in the school system, in particular an awareness program in the lower grades to acquaint students with the variety of occupational opportunities in the work place and at the higher levels of the provision of the most up-to-date and accurate information on labour market trends available from both private and government sectors.

TEACHING STRATEGIES

When asked to assess their previous education experience using the Review Committee's Questionnaire, the majority of Adult 1-12 students at the Saskatoon Region Community College emphasized the lack of student and community involvement in the education system. Approximately 60% of our students indicated that schools paid too little attention to students as individuals, students had too little to say about what they did in school, parents had too little say about what happened in school and schools made too little use of community resources. The majority of these students are drop-outs from the regular system. The reasons given for dropping out range from pregnancy, ill health or finances, to personality conflicts with teachers or lack of assistance in difficult subject areas. Many of these students have scarring memories of "bad experiences" in the regular school system. The Department of Education has conducted an extensive study in this area so we will not attempt further analysis. However, the eventual success of these students in an Adult Basic Education Program is dependent on a particular teaching strategy which emphasizes individualization, respect for the learner's capacity to participate in planning his course of studies, a counselling approach which enables the learner to link his life situation to his experience in the classroom, and a curriculum which links closely to the needs of industry and occupational training. Some of the special needs programs in the K to 12 system have adopted similar practices. In view of the number of drop-outs from the regular system who are not "special needs" candidates and the similarity of this population to those who enroll in full time adult basic education programs, we encourage the regular education system to look at some of the more successful practices of Adult Basic Education. In particular, strategies which have proven successful include restructuring of the curriculum to provide for acceleration, individualization, a counselling approach, recognition of the maturity level of the learner and closer links between the needs of industry and occupational training and the educational curriculum. Although there is a growing body of research and reports on these practices, and are certainly utilized to some extent in the K to 12 system, they have remained to some degree unexamined by educators whose primary focus has understandably been the education of children. A series of classroom exchanges and joint inservice training programs may be the mose useful way for educators in the two systems to become more acquainted with actual practice and to judge their effectiveness in application to their own student populations. We are convinced we could benefit from successful processes utilized in the K to 12 system.

MULTICULTURALISM

Approximately one half of adults in Saskatoon Region Community College's full time Adult 1-12 program are people of Indian ancestry. In addition, the college has provided English Language training to nearly 1,500 immigrants per year during the past four years. The character of our city and of our provincial population has always had an element of multiculturalism which has been reflected in the inclusion of cultural education in the school system. With the increasing native population and the increase in immigration from South East Asia, this cultural education takes on an added importance. In view of the multicultural character of our population, we support the inclusion of cross cultural awareness and the development of respect for differences between people in the regular system's education curriculum.

It was not our intention to present a comprehensive brief, nor to provide a well documented research paper. Rather, we have attempted to raise a number of concerns with respect to interdepartmental co-ordination in school services and teaching approaches which would serve to improve the effectiveness of the school system in preparing people to contribute and participate in society and to broaden the range of students served effectively by the system. We wish to reiterate that in our view, Saskatchewan has an effective educational system. The system needs some fine tuning not a major overhaul.

Submitted by
The Board of Directors
Saskatoon Region Community College
March, 1983

1115

140.

CURRICULUM AND INSTRUCTION REVIEW COMMITTEE BRIEF

Presented By

Saskatchewan Business Teachers' Association

Contact Person:

Pearl Stockdale, President SBTA
R. R. 2, Site 3, Box 358
Prince Albert, SK
S6V 5P9

INTRODUCTION

The Saskatchewan Business Teachers' Association (SBTA) appreciate this opportunity to present to the Curriculum and Instruction Review Committee its concerns regarding the following issues:

1. the teaching of Keyboarding, Word Processing and Computer Science
2. the retaining of Computer Science, Law, Economics, and Consumer Education in the Business Education curriculum
3. the issuing of a Business Education Certificate
4. the revising of curriculum

It is in the discussing of these concerns that the SBTA proposes the following recommendations:

1. Keyboarding, Word Processing, and Computer Science

It is increasingly necessary in the field of business to be able to efficiently use a computer, and to do this, one must have proper keyboarding skills. Keyboarding or the teaching of the keyboard prior to computer use, is at best being taught by people who have little or no training in teaching keyboarding. More unfortunately, in many cases this is not being done at all. Saskatchewan Business Education teachers' has many well-trained instructors qualified to teach keyboarding.

However, studies are needed to determine at what stage keyboarding should be introduced and the skill level that will be necessary for the efficient use of the computer. SBTA believes that trained professionals must be utilized in the teaching of these keyboard skills which must be taught before the students are taught the beginning computer skills.

Further, the most qualified teachers to be involved in teaching Computer Science are Business Education teachers who have had the training and experience plus daily contact in this area. This background is essential in the preparation of Business Education teachers, and it is logical to have this subject included in the Business Education curriculum. Computers are an integral part of all areas in Business Education from Accounting to Office Procedures.

In addition, it is imperative that a section on Word Processing be added to the Typing/Office Procedures curriculums as soon as possible. This is especially urgent since the curriculum is already at least two or three years behind in integrating this program.

2. Retaining Courses

In many areas, especially smaller schools, subjects that were originally part of the Business Education program are now being taught by non-business education teachers. These subjects, namely Computer Science, Law, Economics and Consumer Education require professionally trained teachers with the proper background and expertise. Business Education teachers have this expertise and should be teaching these subjects as well as the traditional business education subjects of Typing, Accounting, and Office Procedures.

3. Certificate in Business Education

There is widespread concern about the lack of recognition for students completing a full Division IV Business Education program. Currently, Grade twelve students are ready for employment at the end of Grade 12, but have difficulty in competing with post-secondary graduates for jobs. We feel that when the student meets the employment qualifications standard for the community and the post-secondary graduates, the students should receive recognition for this. A Business Education Certificate would assist business people to be aware of the above average training provided at the high school Business Education level. Presently, the Grade 12 Business Education curriculum stresses a business approach in all areas, however, the general public does not recognize these very competent and directly employable Grade 12 Graduates. Immediate steps must be taken to help these students upon graduation.

4. Curriculum Revision

The lack of curriculum review in the rapidly changing area of Business Education is a major concern. The rapid advancement of technology has made large Business Education departments obsolete and has made smaller areas impractical.

The ever-expanding technological advancement in the world of business has many teachers working with obsolete materials and curriculum. Although there are two recently revised curriculum--Typing and Accounting--the remainder of the Business Education curriculums have not been revised since 1971 or earlier. These curriculums need immediate attention.

There must be a more general input into curriculum change. The present curriculums do not take into account the needs of rural Saskatchewan. Most of the work done on curriculums has been done by large centres such as Regina or Saskatoon, and very little input is taken from rural areas such as Harris or Churchbridge where the needs are very different. A representative organization such as SBTA is an excellent place to initiate curriculm change since there is representation from all areas of Saskatchewan. There also should be representation from the business community as a whole as Business graduates will eventually be part of their world.

Presently, in many schools, individual teachers have adapted courses to suit their particular circumstances. A typical example is the switch to Forkner Shorthand. Since business no longer requires shorthand, Forkner Shorthand fulfills the need for a personal shorthand. A means of sharing this knowledge with others in the field is vital and SBTA could become a "clearing house" for this information. The cooperation and exchange of ideas through inter-provincial sharing could eliminate much of the same repetitive groundwork being done throughout Canada.

In order to keep pace with any current developments in the area of Business Education, curriculum revision should be ongoing and take place at regular intervals, thereby eliminating outdated materials. In addition, adequate inservice is essential to any curriculum revision which enables teachers to understand and implement any new programs. In this quickly changing field, curriculum revision is essential to keep Business Education a viable teaching option.

CONCLUSION

In conclusion, SBTA believes that curriculum change is absolutely crucial in the teaching of Business Education because of the rapid changes in our society. It is imperative to offer keyboarding, word processing and computer science to Saskatchewan students in order to keep up with any changes in the business community. SBTA encourages the government to maintain our present group of offerings and to present our graduates with the recognition that they deserve, namely, a Business Education Certificate. The concern of the SBTA is that we should be considered before any general curriculum occurs.

SBTA believes that we are education people to work in the future, not in the past, and we must strive to be and to stay a step ahead in planning.

The Saskatoon French School was founded in 1966 by a small group of parents and interested citizens of Saskatoon who were dedicated to the achievement of three basic objectives:

1) To provide a thorough training in the French language for both Anglophone and Francophone children.

2) To allow parents a high degree of involvement in articulating the aims and developing the programme of the school.

3) To produce a curriculum that whould achieve a high standard of academic excellence.

The school began as a private institution, administered through the Saskatoon French School Society's Board of Directors. In subsequent years the school attracted financial support from the provincial Department of Education and eventually received grants as a designated experimental school on the basis both of its status as the only type A school in the province and of its continuing contribution to the development of French language programmes. The balance of the school's budget came from modest tuition fees paid by parents.

As the number of French language programmes in both the public and Catholic school systems increased, the Department of Education made it clear that it was no longer considered feasible or desirable to maintain the independent status of the school, and that it would be preferable to have the school linked to one of the publicly supported Boards of Education in Saskatoon.

In 1982 the Board of Directors of the Saskatoon French School reached an agreement of affiliation with the Saskatoon Catholic Board of Education. Though much of the responsibility for administering the school passed to that Board, a number of important tasks were reserved for the Board of Directors of the Saskatoon French School Society. Among these one of the most vital is that of providing advice on matters affecting the curriculum.

The affiliation agreement with the Catholic Board of Education signalled the end of one period of growth and development for the Saskatoon French School and the beginning of a new era.. It seemed a natural point at which to reappraise the goals and review the programme of the institution, to make an inventory of the present characteristics and assets of the school, and to plan for the future.

The curriculum committee of the Saskatoon French School, which is chaired by a member of the Board of Directors, commenced in the fall of 1982 an extensive review of the school's programme and an effort to articulate future goals and objectives. This has proved to be an extensive task, and the committee's work is not yet complete. Sub-committees of the curriculum committee have over the past several months been conducting an inventory of course outlines and materials currently in use in the various subject areas. The committee as a whole has been involved in discussions of more general topics, such as the projected French high school programme at the new Catholic high school, the problems of maintaining materials and planning a curriculum in French for a predominantly Anglophone student population, and the position which the school might occupy now that it is connected with the Catholic school system.

Thus far the committee has been able to arrive at certain conclusions. It is our view that the Saskatoon French School occupies a unique position in the Saskatchewan educational system and that it can continue to fulfill a special role.

The school is the oldest provincial institution offering a type A elementary programme. This means that the school has had considerable experience in developing and applying a curriculum of this kind. Much of this experience was acquired at a time when Saskatchewan lacked a programme for teaching students in the French language for 100% of school time in kindergarten and grade 1 to 80-85% in other grades. In some subject areas the school is still without a suitable programme.

Though the school is organized under a new administrative regime and has changed greatly in size and composition since the original aims were articulated, the Saskatoon French School Board of Directors remains convinced that these aims are legitimate. The goal of providing a thorough training in the French language for both Anglophone and Francophone children remains high on the list of priorities of the Board, of the school's staff, and of its parents. There is still much that needs to be done in this regard, especially given the large Anglophone makeup of the student body. The selection and purchase of appropriate materials, for example, continues to pose certain difficulties.

The second original aim of the school is to provide parents with an opportunity to assist in the development of the curriculum. This goal also remains central to the interests of the Board and, of course, to the interests of those parents whose children attend the school. Indeed, a number of parents have contributed extensively to past programmes and there is every indication that they, and others, will continue to contribute in the future.

Finally, the third objective--providing a French language curriculum that encourages academic excellence--likewise remains integral to the school's vision of itself. We remain convinced that the full-time study of a second language stimulates student awareness of another culture and encourages the development of certain analytic skills. It is our aim to complement the challenge of language instruction with exposure to a curriculum in the natural and social sciences that is broad in scope and equally challenging. It is our hope that the graduates of the Saskatoon French School will have received a firm grounding in those skills that are required in order to function well in a complex society and an appreciation of cultures other than their own.

Following are comments from individual
instructors at the Saskatchewan
Technical Institute in Moose Jaw

1124

Government of
Saskatchewan

Memorandum

From Santokh S. Basi P.Eng.

Date November 24,1982.

Phone

To Wm. Berezny
Chairman, Related subjects Division.

Your File

Our File

Re Curriculum and Instruction Review.

1. Preparation for post secondary education;
The quality of education seems to have deteriorated over the past decade. A student with 80% average today performs equivalent to the one with ~~wxxh~~ about 60% average a decade ago (grade 12). Sample sentences attached herewith makes one wonder how could they pass grade 10 English let alone grade 12 English.Skills needed for written communications seem to be missing.

The very first month at the STI is primarily devoted to re-orienting their study habits. Our message is" Every hour of class room instruction requires at least one hour of work at home". Usually the ones who follow this advice pass and the ones who do'nt fail.

2. Entrance Requirements.
Grade 12 standing (% marks) have been good indicators of person's success at the STI in Electronics Technology. It has been noticed though that a student with a certain % from school A may not perform equivalent to another student with the same % [illegible] from school B. However mature students appear to have higher rate of success.

3. Related Issues.
It is the responsibility of the DEpt. of Education to correlate educational activeties at all levels , particularly the pre- and post secondary levels. The department of education should set standards that are uniform all over Saskatchewan.

Basic skills in language communications and mathematical manipulation are most important for a person's success in Electronics Technology. It matters less whe~~a~~ther a person is expert in Shakespearian play or computers or Calculus. Knowledge of basic algebraic manipulations and language communications are the most basic requirements for a person's success in just about any field.

Over the past decade or so, it has been noticed that the students who came to us via acedamic stream were better prepared than the ones who came to us from the industrial stream in high school.

I hope that the above comments are of some assistance to you.

Sincerely.

Santokh S. Basi P.Eng.
Dept. Head,
Electronics Engineering Technology.

ELECTRONICS ENGINEERING TECHNOLOGY

Sample sentences from first semester lab. reports.

However will the percentage errors of values the meters give, and the fact that the readings are the bottom of the scale are where the resistor has been subjected to more heat which produces a lesser degree of current going through, these results can be overlooked.

Experimental values should be easily anticipated before any measurements are done thus finding errors in connecting the circuit.

The value of a resistor is called by the colour code and is usually not the same as the measured resistance.

The current will always take the short circuit rather than taking the longer route.

If a conductor is placed across a load, the electricity will short circuit across the conductor.

A power supply generates a potential difference but has a governor to be set to the maximum desired current.

The current in the following voltages 50,40,30,20 and 0 was measured and recorded in table 7-1.

Measuring an unknown resistance in a balanced bridge can be done using a calibrated potentiometer.

Calculate the total current by total voltage divided by total resistance.

The peak to peak voltages across the three resistors was measured and recorded with the use of VTVM in Table 13-1.

One time constant is approximately 63% of the input voltage that the capacitor charges.

The value of the inductor can be found by the waveform of an RL circuit using the equation $L = \tau R$ where τ is measured from the graph.

The frequency 5 kHz was chosen because it gives a waveform with a fairly easy period to drive.

Through experiment it is proved that after τ 63% of total charge is reach.

The generator is such a way so that the CRO would then show total charge and discharge of the capacitor.

1127

Government of
Saskatchewan

Memorandum

From . R. Conacher, Head Instructor
Electrical Construction

Date 82/12/16

Phone

To . W. Berezny, Chairman
Related Subjects Division

Your File

Our File

Re . Curriculum and Instruction Review

In order to have a uniform system of evaluating students throughout the province, Grade 12 students should be required to write central departmental examinations. This would also give students additional experience at writing exams which would increase their ability to cope with exams in courses at the post secondary level.

The problem of students being weak in reading, writing and mathematical skills does not appear to be improving. If teachers and students knew that students were required to write comprehensive exams, I'm sure that this problem would diminish.

Sincerely,

RA Conacher

R. A. CONACHER, HEAD INSTRUCTOR
ELECTRICAL CONSTRUCTION

RAC/ss

c.c. A. Munroe

1128

MATHEMATICS DEPARTMENT RESPONSE
TO
CURRICULUM AND INSTRUCTION REVIEW

1. Preparation for Post-secondary Education

1.1 Nearly half of the high school graduates entering STI have at best an expository rather than a functional knowledge of mathematics. These students to varying degrees reflect:

- a lack or difficulty with the language of mathematics
- weak mathematical problem-solving skills
- an uncertain working knowledge of fractions, algebra, trigonometry, and analytical geometry
- a notable lack of order and neatness in the presentation of their work.

The facts show that a functional knowledge of high school mathematics is essential if a student is to have a reasonable chance of success in STI's two-year programs.

1.2 Approximately 2/3 of the high school graduates entering STI have the necessary maturity level,study habits, an attitude to take advantage of the institute programs. The remaining 1/3 lack commitment, are unable to face new challenges, have a poorly developed approach to learning and hold erroneous notions of learning which prevents them from developing a healthy attitude towards their studies.

1.3 Presently the institute does not have the funds in the budget to assume the responsibility to make up for the deficiencies of h.s. graduates enrolling in the institute. If funds were available, the institute could provide a pre-technology and pre-business program including courses in mathematics, physics, Communications, etc.

2. Entrance requirements

Current Grade XII examination results in mathematics are at best unsatisfactory predictors of success in mathematics courses at the institute. Two students with the same grade (mark) in mathematics from different high schools in the province too often function at radically different mathematical levels. This has all come about since the abandonment of provincial final Grade XII examinations in all subjects.

2.1 With two, three, or four qualified applicants for every available technical training space and a projected growth in demand, the institutes are likely to admit applicants to institute programs on the basis of a prescribed Grade XII average which is higher than the required average for university entrance.

2.2 There is a desperate need for dialogue between high school courses and institute programs.

2.3 The claim that too many program decisions for students are influenced by post-secondary requirements is unjustified in respect to the institutes. Admission requirements to STI's two-year programs include a Grade XII and dependent on the student's institute program choice, the completion of one, two, three, or four specific high school subjects as part of the Grade XII diploma.

3. Related issues

3.1 Communication between the institute and secondary schools can be improved by forming a provincial high school curriculum review committee in each relevant subject area (mathematics, physics, English, chemistry, biology, etc.) and give the institute permanent representation on that committee. If a mathematics committee is formed, the head of the institute mathematics department should be the appointed institute representative.

3.2 The current economic recession results in a much larger proportion of high school graduates trying to enrol in the institute programs. With institute programs over-subscribed prior to the down-turn in the economy, the present situation has dramatically increased the number of student applicants who are turned away.

3.3 Elementary and high schools should primarily be expected to prepare students academically for the possibility of entrance to the institutes and universities. It is doubtful that school can discharge their primary responsibility without influencing the social and emotional development of their students. Maturity is a function of growing up not a subject of instruction in a school.

4. Role of the Department of Education

4.1 Integrate Algebra, Analytical-Geometry and Trigonometry into a single course and simply call it Mathematics. If a student studies mathematics in high school, it should be studied every semester.

4.2 There should be a much greater emphasis on a functional knowledge in all courses of study.

4.3 In order to move from a lower to a higher grade, the high school student should be required to *that he/she has met a set of clearly stated performance objectives. Re-introduce the standard provincial final Grade XII examinations in each subject prerequisite to the students program choice in the institute or the university. Re-introduce the notion that if course standards are not met, failure is possible.

*demonstrate

J. Landgraf
Mathematics Department

RESPONSE TO CURRICULUM AND INSTRUCTION REVIEW

The post-secondary institutions of Saskatchewan frequently have explicit entrance requirements for students wishing to enroll in any specific program. As an example, the entrance requirements for a student wishing to enroll in the Accountancy program at the S.T.I. must possess a complete Saskatchewan Grade XII, or its equivalent, including Algebra. From the post-secondary instructor's viewpoint, this entrance requirement constitutes a certification that the student has demonstrated reasonable competency in the required subjects at appropriate levels. Hence, the student is prepared to profit from instruction at this new higher level. From the aspiring student's viewpoint, the fulfilled entrance requirements constitute an assurance that he possesses the means to proceed successfully through the program. When it is found that these implications of the entrance requirements are not supported by the facts (attrition, failure, and unfulfilled expectations), certain questions must be raised.

It is obvious that many factors affect attrition and failure statistics. We shall concentrate here on those with relevance to your review. A brief historical perspective may help to understand our perceptions.

The secondary school system has been under persistent pressure for an extended period of time to promote everyone on a yearly basis. Possession of a Grade XII was once the exclusive preserve of an educated elite. It is no longer so. As a consequence of this pressure to pass everyone, it became mandatory to lower standards and expand course options. The recipient of these new lower standard Grade XII graduates were the post-secondary institutions. An attempt was put forth to maintain post-secondary standards. The attrition and failure rate was such that a Deputy Minister of Continuing Education visited the S.T.I. some five or six years ago and delivered a speech with the theme, "The attrition rate is unacceptable." Again S.T.I. staff were reluctant to lower standards -- the established reputation of this institute and the employability of our graduates superceded all else. Thus the entrance requirements were changed. Instead of accepting applicants on a first-come first-served basis, it was now made clear that a Grade XII diploma and high marks were necessary to gain entry. It is astonishing to note that the lowest average Grade XII mark of accepted applicants into the Accountancy and Data Processing departments of the S.T.I. in the fall of 1982 was 81%. Now, it would appear, many secondary schools are becoming responsive to the need of students not only to obtain a Grade XII diploma, but also to "hand out" high marks. We have encountered, with considerable pain, the inevitable consequences of such educational fraud. Student delegations have approached instructors, head instructors, and the principal of this institute. Their message -- we are unable to cope with the classes, we didn't cover the prerequisites in high school. Remedial classes were organized to teach math topics at the Grade X to XII levels. Consideration was given to expanding two-year programs into two and one-half or three-year programs, leaving our standards contact, providing time on a regular basis for remedial work. Our confidence in the previously solid Grade XII diploma has diminished substantially. We are now in the process of considering the merits of an entrance requirement that takes the form of an independent institute administered entrance test.

In summary we may state that:

a) the Grade XII diploma does not meet the expectations that it generates.

b) students have developed, through experience, the faith that attendance and a minimum show of effort will guarantee promotion.

c) individual high schools have different standards -- 65% in Grade XII Algebra from school A may be much better than 85% in Grade XII Algebra from school B.

d) pressure has been placed on us to redefine entrance requirements to avoid unfair discrimination against an applicant from a high standard high school.

e) enormous pressures are placed on us to dilute our standards with a view to accepting more students and graduating a high percentage of them.

f) pressure is exerted on us to continue producing a graduate who is favoured by employers provincially and nationally.

W. Wiebe

B. Friesen - Comments re Curriculum Review

1. Preparation for Advanced Training

1.1 As measured by standardized tests on repeated trials, the notion of proficiency in basic English and Math skills for the general population of Grade XII graduates is a myth. S.T.I. can back this up with statistics.

1.2 There are a good number of students who are unable to achieve their potential because of poor study habits and unrealistic attitudes about the way knowledge and skills are acquired. Maturity we must leave to nature.

1.3 The institutes should bear some responsibility for making up these deficiencies but mainly for the older student who has been away from an educational setting. If the public school system does not assume this responsibility, what will their contribution be in society?

2. Entrance Requirements

2.1 The trend is taking the form of an attendance at school for 12 years because of the unreliability of the marking system.

2.2 I believe the role of each is articulated very well by the general public in their perceptions as one as a place of education in the basics and the other as a place of preparation in the skills and knowledge required to work as a technologist or tradesperson.

2.3 This is not altogether true when we examine the available pool of students with a complete science program graduating from high school. The influence does not seem compelling enough to get many students to realize that a basic science background is necessary to study technological phenomenon.

3. Related Issues

3.1 To foster communication between the institutes and school system there needs to be a vehicle by which parties working in both areas are involved in decision making. People with an institute program background have to become involved in subject council meetings. The curriculum departments should poll this area before making radical changes in program requirements.

3.2 Many people who made decisions about not going on to further training when they were in high school will find themselves without a job and with available subsidies to go to school. If, as a result of their previous decisions they do not have the required background, they are going to face a difficult task.

3.3 These are concomitant needs. Social and emotional needs by themselves do not make an individual functional. It could be argued that a sound academic grounding in basic skills is a necessary prerequisite social skill.

4. Department of Education

4.1 ?? What is it?

4.2 The nature of the present courses are pretty difficult to discern. The paper presentation of a course of study is unreliable. Often, in a school system, the curriculum is what goes on when the teacher closes the door.

4.3 Based on experience, high school marks are in general unreliable measures of ability and/or pferformance.

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BRIEF

TO

CURRICULUM AND INSTRUCTION

REVIEW COMMITTEE

The Regina Roman Catholic Separate School Division is pleased to address the Curriculum and Instruction Review Committee and present the following views and observations along with some recommendations on the needs, goals, adequacy and future direction of the educational program in Saskatchewan.

While Regina Catholic Schools support and strongly urge the Curriculum and Instruction Review Committee to place a continuing stress on the basics in education, the concept of periodic and systematic review of the curriculum and other areas related to education in Saskatchewan is also endorsed. There is also a need to continually monitor, coordinate and provide support and resources for new and innovative projects. While individual school divisions can help with much of the development, the field testing, research and evaluation of projects and materials, the Department of Education must continue to encourage, monitor and coordinate such work.

In a world of constant change the content and process of education too needs to change to best serve the needs of today's student. Change has an unsettling and frightening effect on young and old alike. IN ORDER TO PRESENT A STABILIZING FRAME OF REFERENCE GREATER EMPHASIS MUST BE PLACED ON VALUES EDUCATION. Catholic schools are able to present a unique approach to education and present a Christian view of values, morals and a meaning of life which goes beyond the secular and humane. The right to present such a Christian outlook on life within the context of the school is the very reason for the existence of Catholic Separate Schools.

Technology, electronics, the impact of television and other electronic media, while not fully understood, are in large measure contributing to a world of constant change. While there may be no significant changes socially, emotionally or physically, TODAY'S STUDENT DIFFERS SIGNIFICANTLY in other aspects compared with the student of a decade ago.

Students entering school today have a much broader general knowledge, are more sophisticated in their vocabulary and have through travel and/or other vicarious means experienced a greater and broader exposure to life and the world.

SOME OF THE TEXTS, MATERIALS, CONTENT AND PROCESS OF EDUCATION ARE OUTDATED. THERE MUST BE CONSTANT REVIEW AND REVISION OF MATERIALS.

RETRAINING OF TEACHERS THROUGH INSERVICE AND WORKSHOPS MUST BE AN ONGOING PROCESS.

The influence of the media has not always been positive or desirable. It is impossible to protect students from exposure to the vices of mankind as presented through the media, and it is certainly not the role of the school to do so, but it is certainly within the jurisdiction of the school to help students put these vices into their proper context. Values and morals education is important in this context. However, not only does the school need to train students to become discriminating readers, but if the school is going to serve the needs of today's student it must also train students to become discriminating thinkers and viewers by helping them develop an acceptable set of standards to live by.

A MODULE DESIGNED TO JUDGE THE QUALITY AND CONTENT OF FILM AND TELEVISION PRODUCTION NEEDS TO BE DEVELOPED AND SHOULD BE INTRODUCED INTO THE LANGUAGE ARTS PROGRAM.

Television is obviously not the only electronic media which influences our lives. Again, it is impossible to judge the impact of popular music on the minds and lives of young people. Lyricists undoubtedly have a subversive effect on socially acceptable standards of wholesome behavior and interaction. These modern day poets through their often obscene lyrics extol the virtues of a lifestyle which includes sexual freedom and indulgence, drug use and experimentation, a lifestyle which promotes the cult of the individual with a philosophy of "meism" centered on instant self-gratification and satisfaction. These balladeers of the airwaves, who often live such a lifestyle, have become the idols and heroes of the adolescent. As a society, the schools have a large part to play here, we need to reaffirm that self-denial - not self indulgence - builds strength of character.

WITH HELP AND ENCOURAGEMENT FROM THE DEPARTMENT OF EDUCATION TEACHERS CAN DEVELOP UNITS OF STUDY WHICH WILL HELP STUDENTS BECOME MORE DISCRIMINATING LISTENERS, ENABLE THEM TO JUDGE THE QUALITY OF THE WORK AND PLACE THE PHILOSOPHY WHICH IS PROMOTED IN PROPER PERSPECTIVE.

A great deal of teacher INSERVICE would then be required which would focus on process rather than content. A focus on process would make such an approach easily adaptable to changing tastes and styles in the future.

The fine arts will be referred to in greater detail later.

The comparative sophistication of today's student as compared to the student of yesteryear has already been referred to. Vicarious exposure to the vices of the world at a tender and impressionable age through television and film and the constant bombardment of popular music which often promotes a subversive lifestyle contrary to that learned in the home creates a dichtomy of values and places undue stress, pressure and confusion on both student and parent. Added to the pressure created by these conflicting values parents often must cope with financial and marital problems which place an even greater stress on the family unit. The result of these tensions is often family breakdown clearly evident in the rising number of single parent families through separation and divorce. Sociologists confirm stress and frustration on the part of young people manifests itself in vandalism, an increased number of suicides, increased incidence of drug and alcohol abuse and teenage pregnancies. These manifestations clearly point to the need for

INCREASED COUNSELLING SERVICES AT AN EARLIER AGE,

more specifically, students in elementary school must have access to guidance counsellors to help them cope with problems they do not understand. Not only is there increased stress on students because of the factors suggested above but such problems carry over into the classroom and greatly increase the stress on teachers who are trying to help these young people.

THERE IS A NEED TO EXAMINE WHAT IS AND WHAT SHOULD BE THE ROLE OF THE SCHOOL.

THE COMMUNITY SCHOOL CONCEPT MUST BE RETAINED AND NEEDS TO BE EXPANDED TO OTHER AREAS.

Problems originating in the home spill over into the school. THE CONCEPT OF A TEACHER COUNSELLOR - SOCIAL WORKER NEEDS TO BE EXPLORED. The concept of the community school program designed to bring the school and community more closely together needs to be expanded to other school communities as well. Not only do students need help to understand and cope with the problems facing them, but many parents too need help and guidance in dealing with problems confronting them about their children. The teacher counsellor - social worker model can benefit both the school and the community.

As stated before, there must be greater emphasis placed on VALUES EDUCATION in all Saskatchewan schools. Separate schools have a distinct advantage in this regard and our supporters jealously guard our right in this area, since the teaching of religious values coupled with other programs can help parents and students alike cope with the stresses of the modern world by providing a set of values which is constant. The INTRODUCTION OF FAMILY LIFE PROGRAMS stressing respect for life, respect for self and others, wholesome family relationships as well as respect for property is far more effective when coupled with the teaching of Christian principles.

PROGRAMS DEALING WITH
- RESPONSIBLE CITIZENSHIP
- DRUG AND ALCOHOL USE AND ABUSE

SHOULD BECOME MANDATORY UNITS OF STUDY FOR ALL STUDENTS. PROPER COURSE COMPONENTS NEED TO BE DEVELOPED, FIELD TESTED AND EVALUATED. INSERVICE TO TEACHERS MUST BE PROVIDED IN THESE AREAS.

With a view to educating students for RESPONSIBLE CITIZENSHIP greater emphasis must be placed on developing a sense of CIVIC AND COMMUNITY RESPONSIBILITY It is imperative that students understand the workings of government at all levels in order to practice participatory democracy and become contributing members of society. Encouraging young people to participate in volunteer organizations can help build a feeling of self worth and satisfaction while at the same time contributing to the greater need of the organization and society.

RESPONSIBLE CITIZENSHIP includes the wise use of ENERGY RESOURCES AND ENVIRONMENTAL STUDIES. As suggested above, these topics should become a mandatory part of the course of studies for all students. Once the appropriate course components have been developed, teacher in-service is necessary to demonstrate how best to present these components. Correspondingly, courses to train teachers in these areas need to be introduced in the College of Education. Both the areas of drug and alcohol use and abuse and the area of study relating to the wise management of energy and resources cannot be omitted and reflect a definite need. Both topics are related to the area of values education, and the topic related to the use of drugs and alcohol relate as well to proposing alternate life styles to help young people cope with stress.

The introduction of drug and alcohol education as mandatory units of study in the health program; the introduction of environmental studies and energy conservation as mandatory units of study in the science program and the introduction of responsible citizenship as a mandatory unit of study in the social studies program would necessitate the deletion of components already present or the elimination or reduction of optional topics in these courses. Such a move is not only justified but long overdue. Making such components mandatory would not only reflect the importance of these topics, but it would also respond to a pressing need. Simply introducing modules of study in these areas as suggestions in a course of study such as a curriculum guide would not ensure that they would be covered in all schools.

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CURRICULUM GUIDES MUST BE MADE MORE PRACTICAL TO BE USEFUL.

Curriculum guides are being ignored by many classroom teachers. The common practice is to substitute the textbook for the curriculum. The problem stems in large measure from a LACK OF INSERVICE to help teachers understand the curriculum.

GREATER CARE MUST ALSO BE EXERCISED IN THE AUTHORIZATION AND ADOPTION OF TEXTS.

The concept and readability level is often unsuited to the grade level of the student for which the text is prescribed. The science texts authorized for Division III are a good case in point.

The impact of electronics is indeed widespread.

THE DEPARTMENT OF EDUCATION MUST TAKE A LEADERSHIP ROLE IN DIRECTING, GUIDING AND DEVELOPING THE USE OF COMPUTERS IN EDUCATION.

Computer literacy programs at the elementary level and the more advanced computer programs at the high school level are becoming more commonplace. The DEVELOPMENT and EVALUATION of SOFTWARE for computer assisted instruction (CAI) and computer monitored instruction (CMI) are areas in which the Department of Education must become involved and show leadership. INSERVICE training for teachers working in all areas and phases of computer introduction is badly needed.

A related question which needs to be addressed is the TEACHING OF TYPING to students.

1. *If students are introduced to computers at an early age, at what age should typing skills be introduced to facilitate proficient use of the computer keyboard?*
2. *At what age have students reached the physical maturity required to profit from typing instruction?*

Indeed, typewriters presently used in high schools for instructional purposes must be supplemented with equipment that would lend itself to the development of skills with word processors.

GRANTS TO SCHOOL BOARDS MUST REFLECT INCREASED COSTS RELEVANT TO THE PURCHASE OF COMPUTERS, COMPUTER PROGRAMS AND WORD PROCESSORS.

While many students arrive at school much better prepared and with a broader general knoweldge there exists a vast gap in the preparedness and readiness of many others.

PRESCHOOL PROGRAMS ARE DESIREABLE FOR DISADVANTAGED STUDENTS. Such programs would concentrate on the development of social skills, language development skills and other activities which would prepare them for entry into the regular school program. The absence of such preschool programs precludes limited success and often repeated failure for disadvantaged students in the regular school program.

RESOURCES AND TRAINING MUST BE PROVIDED FOR TEACHERS WORKING WITH IMMIGRANT STUDENTS.

Presently there are virtually no resources available for classroom teachers working in English as a second language for immigrant students.

PROGRAMS FOR ACADEMICALLY GIFTED STUDENTS NEED TO BE CONTINUED AND ENCOURAGED.

Enrichment must be provided for bright students in the regular classroom setting. At the high school level some recognition and encouragement, perhaps in the form of an academic excellence program, should be provided for students who put forth extra effort to gain additional credits beyond those normally required.

SPECIAL PROGRAMS TO MEET THE NEEDS OF EXCEPTIONAL CHILDREN ARE EXTREMELY COSTLY. SPECIAL FUNDING FORMULAE MUST REMAIN IN PLACE AND BE INCREASED.

The criteria presently being used to identify high cost students is far too stringent and must be relaxed.

Regarding such special programs many problem areas need to be investigated and some clearcut guidelines established in:

- *standardization of entrance requirements for Technical Vocational Institutions;*
- *lack of consistency in accepting technical vocational standards by various institutions;*
- *issuance and interpretation of special certificates for modified programs;*
- *development of work experience programs for students in modified programs and the establishment of community acceptance for such programs;*
- *placement of students with mental health problems in regular classroom situations. The average classroom teacher is not trained to cope with such situations in any constructive or meaningful way.*

There is an ever increasing research based body of evidence outlining the effectiveness of the TOMATIS approach using THE ELECTRONIC EAR to help students with special learning problems. Results of the research indicates the use of the electronic ear is warranted and should perhaps be INTRODUCED AS A PILOT PROJECT in some Saskatchewan schools for evaluation and research purposes.

REGINA CATHOLIC SCHOOLS ENDORSE THE CONCEPT OF CONTINUOUS PROGRESS FOR ALL STUDENTS.

The topic of music has been referred to briefly above.

GREATER EMPHASIS MUST BE PLACED ON THE FINE ARTS IN SASKATCHEWAN SCHOOLS.

Students will not learn to appreciate good music, art or drama unless they are exposed to it.

1143

THE OFFICE OF MUSIC CONSULTANT IN THE DEPARTMENT OF EDUCATION NEEDS TO BE RE-ESTABLISHED.

The fine arts in Saskatchewan have generally continued in our school systems WITHOUT a great deal of encouragement from the Department. Music and Art DO appear as curricular subjects, at least to the end of grade six but there is little support shown for Music, in particular, beyond the setting of a curricular guide.

Music as a subject is intended to be taught in each grade of Division I and II. There are recently revised curricula in both those Divisions intended to improve the content and approaches being used.

The Department HAS endeavored recently to assist school boards in the implementation of present curricula by offering in-service workshops to requesting boards. However, there is NO Departmental person responsible for implementing the music curricula specifically. Additional emphasis must be placed on the full implementation of this curriculum on a provincial level.

Although the new curricula (in Music) are practical, sensible and logical in terms of content and approach, the guides are couched in a language that is notably difficult for the "uninitiated" classroom teacher.

There is far less credibility or support shown to music offered in the Division III and IV levels.

The Division III Music curriculum is out of date and there does not appear to be any move for revision. Division III music DOES remain an extremely difficult area in which to teach, and there is little help and guidance from the department.

The aspirations of the Division IV Music curriculum are admirable - almost idealistic! They would require a closely controlled growth through a carefully structured music curriculum to be practical to most school divisions.

The "weak" nature of Division III coupled with a mildly implemented Division I and II program, make the aims and objectives of the Division IV curriculum most difficult to achieve.

The points that must be made are these:

1) *If the Department feels that Music (or any of the fine arts) is a necessary and vital part of the school programs to be offered in Saskatchewan, the Department must re-affirm that conviction.*

2) *The Department must take steps to ensure that teachers teaching music in school systems (provincial) have access to recent curricula in the subject and that the school districts are aided in whatever manner possible to permit the FULL implementation of the Division curricula by:*

   - *encouraging faculties of education in our colleges to offer good, honest preparatory classes in the TEACHING of music, thus preparing a teacher-base to provide good instruction to every grade level.*

   - *financially assist provincial school boards to:*

     a) *re-train by in-service or short courses present staff to fully understand and implement the requirements of the curricula;*

     b) *encourage the growth of special music programs requiring large capital outlay (orchestras, choruses, bands, special instrumental groups) and providing funds to do the same;*

     c) *encourage the hiring of teachers with special expertise in all areas of music to assist in teacher re-training and structuring of special programs;*

- show some of the provincial support for the fine arts similar to that shown in recent years for the physical education programs in the communities in the province;
- perhaps develop provincial standards for music education which might be applied to public and private educational institutions;
- assist in the more public awareness of the values of the fine arts (Music, etc.) and the fact that it DOES constitute an important part of one's life in the province.

In brief, the Department must provide FINANCIAL, PHYSICAL AND MORAL SUPPORT for boards attempting full implementation of the curricula in Music in their schools. The support could be directed by persons in the Department specifically knowledgeable and concerned with the respective art forms. The arts, in general, need the same status as academics, and the Department of Education should take a leadership role in the direction of fine arts renaissance.

One further note, concerning the implementation of the new program in "aesthetic" education - the rationale for such a program is plausible but care must be taken that the program has a base on which to operate. No sense of appreciation can come forth from ignorance - the deepest and longest-lasting appreciation of anything comes from knowledge and understanding.

The intended program in aesthetic education will only be successful if its counterpart subject-oriented programs in music, art and drama are strong.

If students are to appreciate the fine arts they must be exposed to classical music and composers, art, sculpture, ballet, opera, drama and poetry. Just as we work to have all persons able to read and write for day-to-day communication so too should we work to produce the same understanding of the fine arts. From this general body of knowledgeable people those with talent and deeper understanding will emerge to become the writers, poets, musicians, artists and actors of the future.

The costs of inviting local artisans to provide lessons for students as resource persons, and the cost of transporting students coupled with admission prices to worthy productions and exhibits cause the program to falter.

Teacher training programs have greatly improved in recent years. The most notable improvement has been the introduction of the internship teacher training program. Graduates of the College of Education are much better prepared to assume classroom duties than ever before. There is a continuing need for generalist teachers rather than specialist teachers for elementary schools. Colleges of Education must respond to this need. There is a continuing need for qualified native teachers for regular classroom duty. Teacher training institutions must also prepare teachers for multigraded classrooms which are becoming more prevalent.

The LEADERSHIP and help provided by the Official Minority Language Office has proven most valuable for school jurisdictions to improve the quality of French instruction throughout the province. A major difficulty remains in that it is extremely difficult to recruit well qualified teachers to staff immersion programs. A major thrust to set up a comprehensive RECRUITING PROGRAM extending beyond provincial boundaries must be INITIATED and centrally COORDINATED.

THE OPTION CLAUSE, SECTION 144 (1) OF THE EDUCATION ACT MUST BE REMOVED.

Such a clause is cause for a great deal of concern for Separate School Boards. It is quite conceivable in larger urban centers that a program distinctive to the Catholic Schools could effectively be undermined by allowing students of all denominations to opt in and out of a separate school at will. The presence of such a clause is contrary to the spirit which provided for the establishment of separate schools and should be DELETED from the Act.

The Board of the Regina Catholic Schools is grateful for the opportunity of presenting the foregoing views and proposals to the Curriculum and Instrucion Review Committee. It is our hope the ideas expressed will enable the Committee to complete its task with a view to improving the education of our youth and better prepare them to assume their future duties and responsibilities.

Respectfully submitted, April, 1983.

**SASKATCHEWAN
PRO-LIFE
ASSOCIATION**

BRIEF TO CURRICULUM & INSTRUCTION REVIEW COMMITTEE.

Education is a journey - a journey which begins before birth itself. The destination will never be reached for education is a continuum. We never stop learning. We will never, in this world, reach our full potential.

Nevertheless, we move forward knowing that even though we will never complete our journey, that even though we will never reach our destination - our full potential- we will at least become a little closer and will collect knowledge along the way the same way a tourist collects postcards and souvenirs. Our souvenir stops will in nature be physical, mental, emotional & moral.

Our vehicle for one of the longest treks of our journey is our formal school education.

Over the years we have attempted to maintain our vehicle in order to produce ultimate efficiency. We have made mistakes but have attempted to learn from our mistakes.

Given that education should go towards the making of a whole person, (by this we mean the state where the fullest attainable potential at a point in time is within reach) it would appear that we have made grave errors of judgement.

For, instead of forging ahead on our journey, we are continually taking one step forward and two steps backward just as we continually need to stop to assist at the scene of the physical, emotional & moral casualties along the road side.

After we have administered our emergency aid our next step is to find & treat the cause in an effort to reduce human carnage.

Why has the body count in terms of school drop out, emotional & physical burn out, malnutrition, drug & alcohol abuse, prostitution, teenage crime, out of wedlock pregnancy, abortion & associated disregard for the sanctity of human life, premature marriage, marriage breakdown, venereal disease & suicide increased at such a rate that we are now witness to the social holocaust?

Why are so many of our young people convinced that doom is their destiny- that they are losers - unloved & unloveable?

What has made so much of mankind cast aside the vision of broad horizons to sink into the abyss of pessimism - to believe that we're condemned anyway so why not just just live for today?

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We are often accused of over simplifying. We dare to be simple & ask a very simple question.

What is it which makes basically simple, ordinary people today do the thir which basically simple, ordinary people did not do years ago?

What has been introduced to society which makes it reject the challenges of discovery through effort, the excitement of learning through error, of responsibility, or respect for other people, of zest for life, of true independence, of stewardship of time?

The introduction of Secular Humanism, which is not merely a manifestation of the fears & fantasies of ultra conservatives but a very real trespass on the minds of society & a recognized religion in the United States, has brought with it the Great Twentieth Century Madness.

First hailed as a vanguard of intellectual freedom, it has steadily chipped away the moral fibre of society. Instead of being the great liberator, Secular Humanism has placed society in moral & mental bondage.

Discipline builds strength. Lack of it breeds impotence. Because Secular Humanism preaches a doctrine of Godlessness & therefore no right or wrong, discipline or strength need no longer exist.

However, the spirit, deprived of its strength - like a runner who ceases to train, like a musician who ceases to practise, like a student who ceases to study - becomes ineffective.

Our young people are being pressured into so called freedoms beyond their emotional comprehension. They are being used to the extent that their ability to morally & mentally cope with adverse situations is like an exhausted rubber band.

What does this liberation leave them fit to address. They no longer automatically feel loved for they have been told so many times in so many ways that their parents are not their friends so they madly seek comfort through loose relationships. The awesome burdens of their social, moral & sexual behaviour forces countless to seek escape through drugs & alcohol. To find respite from the burden of supporting the next escape they often turn to another - teenage crime & prostitution.

Often the unexpected & unwanted pregnancy is a consequence of their shallow relationships so again many seek a further escape in abortion. Of course what these pitiable young people often do not know is that this represents yet another task master for no normal person can commit an act of violence (and there is no act more violent than taking the life of an innocent & defenceless human being) without being confronted with guilt.

Another escape. Depression, bigger & better alcohol & drug abuse hence the need to pursue the cycle and seek a means of greater support for the escape - more teenage crime - mpre prostitution. Some seek the ultimate escape - suicide. It is the second highest killer of youth in Canada.

In the meantime the physical toll continues. Venereal disease increases at mind boggling rates. Other physical side effects of promiscuity include later sterility, ectopic pregnancy, cervical incompetence, cervical cancer & spontaneous abortion.

Secular Humanism runs wild through the education system. The medium used is Sex Education and so called Family Life Education. Its basis is deceptive. It is geared to the destruction of the family - not its maintenance. Another tool is the Values Clarification Programme,

Parents are at first gently and lovingly portrayed as quaint 'covered wagon' comics. They are the stuff this country was made from but now that we are, as a society, of age our parents values need no longer apply. In fact we need no values but our own. There is no right or wrong - just what is right for me right now.

The benign put down of parents continues subtly until young people are brought to the realization that their parents, in fact, know nothing and were products of a bygone primitive culture.

There are countless reasons why parents should not be consulted by their children. Parents cannot be trusted, they wish to assert their power over their children, their values are outdated, they are the enemy of their children.

What the young people being thrown to the wolves of Secular Humanism however, do not understand, is that in fact they are not setting their own values. They are having the values of Secular Humanism set for them.

They have not, by their own accord, come to the conclusion that there is no God, no life after death, no right or wrong. They have been brain washed. No subject area is spared. Secular Humanism, while having an open door through such areas as Creation, Social Studies, History & Literature, can creep in through such seemingly harmless areas as Mathematics.

Tolerance, which sound very nice, is preached. Tolerate adultery, tolerate sexual perversions, tolerate abortion, tolerate equality (like if your family pet is suffering you would have it put to sleep so why not a suffering human). All this tolerance but not enough to learn to tolerate the next human person to to extend this tolerance into something as broad as respect or love for that person.

The madness goes on and it goes on. What have we left to use as the basis of a stable, growing society. Certainly no ability to bounce back, none to reach out, none to overcome pessimism.

The Saskatchewan Pro Life Association calls for a return to basic values based on and compatible with the Christian Judeo Ethic just as it calls for the return of parents to their traditional role of father - provider, mother - nurturer, a situation where they exercise loving authority, where they are a haven for their troubled and anxious children.

It calls for the end of any efforts of the state to replace parents as first educators of their children in matters of morality.

It calls for paramount co operation between the parents, students, schools & Churches in matters of morality and family life.

It calls for a programme dealing with unquestionable respect for human life, bearing in mind that the right to life should be the basic right upon which all other rights are based.

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It calls for education on human development - from conception to a natural death as a means of cementing the understanding of the unalienable right to life. i.e. a programme intorduced into public & separate schools in Calgary. This programme has met with outstanding success.

It calls for a common sense approach to instruction in basic skills - for preparation of young people to take their place in the work force, thereby contributing to their own dignity & independence.

It calls for the understanding that one person's rights end where the next person's begin just as it calls for growth through responsibility & discipline.

It calls for an end to moral genocide.

The late Mohandas Gandi said "In my humble opinion, non co operation with evil is as much a duty as is co operation with good'

The Saskatchewan Pro Life Association asks that an honest objective look be given to what has gone wrong in our young peoples' lives & that we embark on a course of lawful but active non co operation with evil plus unswerving co operation with good.

Otherwise we perish in a volcano of evil insanity.

Copy to Minister of Health & Education.

SASKATCHEWAN PRO LIFE ASSOCIATION EXECUTIVE :-

PRESIDENT	DAVID BRODNER.
VICE PRESIDENT	MAURICE PURCELL.
PAST PRESIDENT	JACQUELINE OWEN.
TREASURER	LARRY STANG.
SECRETARY	MARGARET PURCELL.

Attached : List of recommended reading.

RECOMMENDED READING.

WHY JOHNNY CAN'T LEARN	Opal Moore.
TEXT BOOKS ON TRIAL	James.C.Hefley.
WHO BROKE THE BABY	Jean Staker Garton.
HELP, I NEED HOPE.	All should be available through Life Cycle Books.
PORNOGRAPHY HOOK.	
PARENT POWER.	
KNOWING IS CARING, CARING IS SHARING.	
TEENAGE SEX & PREGNANCY.	
JOURNEY OF UNBORN CHILD	Toronto Right to Life
HIDE & SEEK	Dr.James Dobson.
THE SIECUS CIRCLE	Claire Chambers.
SEX & THE ILLUSION OF FREEDOM	Dr.D.DeMarco.
SEX IS ALIVE & WELL & FLOURISHING AMONG CHRISTIANS	Henry.V.Sattler. Ph.D.
ABORTING AMERICA	Dr.B.Nathanson.
HANDBOOK ON ABORTION	Dr. & Mrs.J.C.Wilke.
MARGARET SANGER : FATHER OF MODERN SOCIETY	Elesah Drogin. T.O.P.
THE THREAT OF PLANNED PARENTHOOD	Alphonse de Valk. University of Alberta
HUMANIST MANIFESTOS 1 & 11	Edited by Paul Kurtz.

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COMMENTS
on the
ECONOMIC EDUCATION IN SASKATCHEWAN SCHOOLS
submitted to the
CIRRICULUM AND INSTRUCTION REVIEW COMMITTEE

March 1983
Business/Education Committee
Saskatoon Board of Trade

Objective: To address the issue of Economic Education within the Saskatchewan School System.

Terminology

Economics - the Science that treats of the production, distribution and consumption of wealth.

Economic - of or pertaining to the development and management of the material wealth of a government or community.

Therefore Economic Education is the act of a systematic development or training of the mind, capabilities or character through instruction and study of the development and management of the material wealth of a government or community.

Questions: What do you think of your education system?

1. Is it meeting our childrens' and young peoples needs?
2. Are they learning what they will need to know to cope with the world of the eighties and nineties?
3. Who should be responsible for policy and programs?
4. Do schools provide the learning enviornment our children need:
5. What should be kept and what should be changed in our present system?

Responses:

1. Is our present education system meeting our childrens' and young peoples' needs?

In our current school system the teaching of economics takes place within Level IV, and only as an option.

Comment: It was determined by the committee that economic education should be introduced at Level I and proceed through the Levels in a building block effect.

The introduction at an early age could be within their current curricular program covering the language, spelling and meaning of terms. It should address items that children do hear about-money, banks, debit, credit, loans, basic finance, interest, credit cards; or practical action of how to open a bank account, make deposits and write a cheque. Moving through the Levels, issues to be covered could be trade and its impact on society and our history. Some of these points are covered now but do the young people realize that this is "economics". By Level IV other points included should be work roles, management, unions, work expectations and ethics, wealth of governments and communities-the development and management of the material wealth.

2. Are the children and young people learning what they will need to know to cope with the world of the eighties and nineties?

Comment: The committee felt that the use of computers within the school system, especially the introduction at an early Level, was excellent. We would encourage the continued concept of instruction and programming.

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Expansion of instruction in the use of other specialized equipment and techniques would also benefit the student. Within these new options the student should be made aware of economics and the interplay involved.

3. Who should be responsible for policy and programs?

This issue was not addressed fully. However, consideration could be given to a citizens advisory group composed of parents, members of the community responsible for development and management wealth, interested persons and a small percentage of educators.

4. Do schools provide the learning environment our children need?

Comment: The actual physical layout of schools should be conducive to learning but consideration could be given to field trips and actual hands-on time withing the government and community sectors. Providing a visual concept would raise the awareness level.

5. What should be kept and what should be changed in our present system?

Comment: In discussing this section we realized and fully commend those teachers who and/or those schools which are actively involved in active ecnomic education.

However the committee would urge that active economic programs be implemented throughout the province:-

Such as - this list is not priorized and is certainly far from complete:

1. Utilize community people to teach, lecture or talk on their own areas of expertise.
2. Junior achievement programs.
3. Investment programs.
4. School centres could simulate and create opportunites for economic situations. Availablity and access to expertise.

Areas of Further Considerations

Areas discussed which related to students and some practical work expectations which this committee felt consideration must be given to within the education system:

1. A wider, involvement of the work education programs.

2. Employment knowledge, expectations, attitude and skills.

3. Counsellors roles in presenting employment options, how to apply for a job, write a resume.

4. Reverse information of expectations between students and the economic community.

5. Career Days - Every three to four years.

6. Encourage formation of grants to provide student employment for experience.

7. Develop concepts of Employer/Employee relationships.

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I, Patricia Leson, Coordinator of the Special Education Department at Carlton Comprehensive High School, have two major concerns to present to the Curriculum Review and Instruction Committee. I am concerned about the following issues:

1. Provision of testing materials for students at the Division IV level who are handicapped due to learning disabilities;

2. Establishment of a province wide program and a curriculum for students enrolled in Special Education programs for the learning disabled at the Division IV level.

Concern #1: Testing Materials

Background:

Educators are among the first to realize that exceptional children may defy classification due to intra-individual characteristics. However, the inter-individual differences of most children with special needs are sufficient to allow educators to specify that certain criteria be met for each traditional category of exceptionality. However, there are those children who are not blind, deaf, physically handicapped, mentally handicapped, or emotionally disturbed, yet are unable to profit from regular classroom instruction.

Recognition of learning disabilities at the secondary level is a complex problem because, by this time, adolescents have developed many secondary behaviours to conceal their perceived inadequacies. It then becomes very difficult to determine whether the learning problem is due to lack of interest, lack of motivation and application, or whether there is a true learning disability. To complicate the identification problem, there are few tests at the secondary level which make it possible to differentiate learning abilities or disabilities.

Schools which offer programs specifically designed for the learning disabled student usually have an informal identification process in place. Schools could employ the following criteria in setting up their identification process.

1. A significant discrepancy between ability and achievement levels is generally accepted as the first criterion in the determination of a learning disability. This discrepancy is usually evident in:

   a. oral expression,
   b. listening comprehension,
   c. written comprehension,
   d. basic reading,
   e. reading comprehension,
   f. mathematics.

2. Written expression may be the best evidence of a learning disability because it shows the student's level of ability to organize and sequence her/his thoughts, to express those thoughts in a logical, coherent fashion and to physically cope with the task of committing thoughts to paper.

3. A spelling test will also give concrete evidence to support the notion of a learning disability.

4. The student's written reconstruction of a story which has been read to her/him should be included.

5. Individual intelligence tests as well as tests of listening comprehension would provide an indication of a student's ability or capacity to achieve.

This often provides the initial step in the diagnosis of a learning disability.

Recommendation:

It is imperative that a battery of tests be prepared and distributed throughout the province for use in identifying the adolescent who is learning disabled. A survey of tests currently used in Saskatchewan schools could be taken, evaluated and findings incorporated into a kit for use in Division IV schools. This would provide a definite profile of the adolescent who is learning disabled. It would be of value not only to the Special Education personnel, but to the regular classroom teacher as well.

Concern #2: Establishment of a Curriculum

Background:

A great deal of work in establishing a curriculum has been accomplished by many dedicated teachers in Saskatchewan. They have recognized that program needs at the secondary level are very different from those at the elementary level. It is generally accepted that the needs of the adolescent include compensatory assistance in academic skills, survival skills and daily maintenance in the mainstream of school and society (ie) vocational training.

In addition to the need for academic and career or vocational skills, the adolescent has many self-needs - most of all a need to feel good about herself/himself. In order to satisfy this need, the adolescent must be provided with some type of work and/or skill which she/he can perform well. At the same time, alternative school programs should be available to re-interest the student in learning.

Adolescents who throughout the primary grades have experienced academic difficulties, successive failures, and have developed undesirable behaviours, are often rejected by parents, teachers and peers. They may become loners and stay on the periphery of social situations. It therefore becomes important that adolescents be counselled so they will acquire socialization skills.

Recommendation:

This material should be amalgamated, evaluated, defined as to goals, objectives and philosophy and catalogued with resources. It is essential that this be done as quickly as possible and distributed to Division IV schools that have implemented, or wish to implement programs for their students who have learning disabilities.

This curriculum would serve only as a guide, and should emphasize the continued need for it to be implemented with modifications to suit the needs of the individual adolescent.

Summary

In summary, not only are the learning abilities and learning styles of the adolescent very different from person to person, but so also are their needs, their motivation and their personal goals. Coping adequately with the education of the adolescent who has learning difficulties places heavy demands not only on Special Education personnel, but also on regular classroom teachers. Teachers need an adequate identification process and diagnostic tools for the adolescent who has learning difficulties. When a teacher becomes aware of these students, it is easier to promote a sensitive and responsive awareness of the adolescent's needs within the school environment.

The curriculum and program goals must be outlined, assessed, and defined in order to meet the changing needs of our society. Once a curriculum is adopted province wide, our education system will provide the best possible framework within which to serve the needs of the adolescent who is learning disabled.

Respectfully submitted,

Patricia Leson

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A BRIEF
SUBMITTED TO
THE MINISTER'S ADVISORY COMMITTEE
ON
CURRICULUM AND INSTRUCTION

BY

Saskatchewan Federation
Council for Exceptional Children

the Council for Exceptional Children

SASKATCHEWAN FEDERATION

Saskatoon No. 41
Regina No. 394
Moose Jaw No. 454
Prince Albert No. 809
Parkland No. 1026
Pasquia No. 1073
North West No. 950
Swift Current No. 357
Student Chapter
Saskatoon No. 290

The Saskatchewan Federation, Council for Exceptional Children (C.E.C.) is comprised of over 500 professionals, primarily educators, parents, and other interested individuals. The primary goal of the Council in Saskatchewan is to ensure that all children who are exceptional are provided with adequate educational and community services.

The Saskatchewan Federation of C.E.C. has a proud history. Many past and present members have made very significant contributions on behalf of exceptional children and adults to ensure that legislation enacted at both the provincial and federal levels of government is in the best interests of the exceptional individuals it was designed to assist. The Council for Exceptional Children played a major role in lobbying the federal government to include the handicapped in Canada's new Charter of Rights. At present, the Saskatchewan Federation is involved in a program to advise parents about their rights and responsibilities regarding the education of their exceptional child(ren). The Saskatchewan Federation has recently published a brochure titled *Keep Asking* as a means to achieve this goal. In addition, a series of workshops is slated for centres through the province so that parents and professionals can meet to discuss how they can work together to ensure that exceptional children do receive the most appropriate educational services.

The Department of Education is to be commended for the initiative and foresight it has shown in instituting a curriculum and instruction review. Hopefully, the results of the review will help to maintain Saskatchewan's educational system in the enviable position of being one of the more stable, yet responsive and innovative systems in North America. In no part of the education system is this more true than in the services that have been and are being provided to the exceptional children of Saskatchewan. Unfortunately, however, there are still parts of the province in which few services exist and the needs of exceptional children are not being met.

Perhaps Saskatchewan's immense size and sparsely populated rural areas have necessitated innovative approaches to educating exceptional learners. At times out of necessity, Saskatchewan has been a forerunner in the *mainstreaming/normalization* process whereby exceptional individuals are educated and live in the *least restrictive environment* available to them. This belief in the need for and the right of the exceptional child to take his/her place in the larger society has been the basis upon which exceptional children have been integrated with *normal* children in schools throughout the province.

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In attempting to formulate recommendations to incorporate in this brief, it was felt that the term *exceptional child* had to be defined. For the purposes of this brief exceptional child means *any individual who learns atypically or brings to the learning situation, atypical characteristics which will affect the amount or type of instruction from which (s)he will benefit.* Exceptional individuals include those who are:

- *gifted*
- *mentally retarded*
- *behaviorally/emotionally disturbed*
- *learning disabled*
- *communication disordered*
- *visually-impaired*
- *hearing-impaired*
- *physically disabled*
- *multiply-handicapped.*

RECOMMENDATIONS

The following recommendations are submitted for consideration by the Curriculum and Instruction Review Committee. Where it was deemed necessary, a *Rationale* section has been included to explain the reason for the recommendation or to elaborate on how it might be implemented.

1. In any future attempts to develop curricula, teacher guides or other resource materials for exceptional children, the concepts of *integration* and *least restrictive environment* must remain key concepts.

2. School divisions throughout the province should be encouraged by the Department of Education to look to organizations like the Council for Exceptional Children for assistance in the formulation and implementation of policies and programs regarding the education of exceptional children.
Rationale: Locally-developed policies regarding the education of exceptional children were to have been prepared and adopted by all school divisions in the province prior to September 1981. To date, only a handful of school divisions have completed such policies as called for in the *Education Act*.

3. When school divisions have formulated plans for the education of exceptional children with a view to ensuring placement in the *least restrictive environment*, a variety of service delivery options should be considered.
Rationale: No one method of meeting the educational needs of exceptional children has been found to be universally successful

... 3

RECOMMENDATIONS (cont'd)

in all circumstances. By having a variety of service options or contingencies planned, chances of successful intervention with the exceptional child are maximized.

4. There is no curriculum that has been developed that will meet the needs of all children with a particular type of exceptionality. Teachers should be encouraged to look to a variety of curricula and resource guides when planning instruction to meet the needs of exceptional children.

Rationale: Exceptional children often require highly-individualized programs of instruction. Any attempt to develop one curriculum for a particular exceptionality and to implement it on a province-wide basis could prove frustrating and futile.

5. The Department of Education should attempt to delimit those universal objectives which can be met by an educational system in the education of exceptional learners. The objectives should be developed in conjunction with parent representatives and groups/associations, educators and volunteer professional associations like the Council for Exceptional Children.

6. Once the specific objectives have been determined, the Department of Education should undertake the preparation and implementation of a province-wide resource network which can be accessed by any school in the province using a telephone hook-up or the mails. The resource center and registry would contain staff, lists of materials, instructional procedures, curricula, audio-visual and learning materials, and so forth.

A resource 'library' of materials would also be an asset to permit school divisions to obtain needed programs for trial periods or until such time as the materials are received from the publisher.

The wide-spread use of computers in schools throughout Saskatchewan should make the implementation of such a resource network very workable, efficient and available on an almost universal basis.

7. High-cost funding for the exceptionalities noted in the Department of Education's manual on special education should be continued.

8. Funding should be extended to permit the universal introduction of programs to better meet the needs of the gifted throughout Saskatchewan.

Other areas which should be considered for preferred funding include (young) language-impaired children, written language disabilities, and mathematics disabilities.

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RECOMMENDATIONS (cont'd)

9. Certification for educators of exceptional children should be made a formal part of Saskatchewan teacher certification.

Standards implemented by the Department of Education requiring the completion of specific courses by teachers of children receiving high-cost funding need to be more rigidly applied throughout the province. The standards should also require the completion of at least one university class dealing with educating (exceptional) learners for each five years of teaching service.

10. All teachers-in-training at the Universities of Saskatchewan and Regina should be required to obtain credit for a class in the education of exceptional children.

Rationale: At present only elementary teachers are required to complete such a course of study.

With the expansion of high-cost funding to students in Division IV, and since more students are spending longer periods of time completing their secondary education, it seems imperative that Division III and IV teachers also learn how best to meet the needs of exceptional students in their classes.

Respectfully submitted,

(Mrs.) Katie McCorriston,
President

on behalf of
Saskatchewan Federation,
Council for Exceptional Children

CANADIAN FOUNDATION
FOR ECONOMIC EDUCATION

CFEE

LA FONDATION CANADIENNE
D EDUCATION ECONOMIQUE

Saskatchewan

"The Feasibility and Importance of Providing A Basic Economic Education To All Students"

Presentation To The Saskatchewan

Curriculum And Instruction

Review Committee

Presented By: Gary Rabbior
Executive Director
The Canadian Foundation
For Economic Education

Date: March 5, 1983

252 BLOOR STREET WEST, SUITE 5-130, TORONTO, ONTARIO M5S 1V5 (416) 968-2236

I would first like to express my thanks to the Committee for the opportunity to present comment on our concern for economic education in Saskatchewan. The task of reviewing curriculum in this day and age is indeed a difficult and complex task as education is called upon by many groups to address many problems and needs facing our society. I realize formal education can only do so much and must operate within the context of objectives and priorities. It is my hope today to provide sufficient information so that the provision of a basic economic education to Saskatchewan students becomes an objective and priority of the Saskatchewan Department of Education.

Before I present our case for economic education, I would like to say that the Canadian Foundation for Economic Education represents the concerns of many individuals and organizations throughout Canada. Some 2,500 individuals and 250 organizations in Canada support the work of CFEE and, through the Foundation, express their concern regarding the lack of economic literacy in Canada.

We have, or have had, representation on our Board of Directors from:

- the Canadian Teachers' Federation
- the Consumers' Association of Canada
- the Canadian Labour Congress
- Canadian businesses
- the Canadian Federation of Agriculture
- the Canadian Education Association
- Canadian co-operatives.

Our work is supported by input from groups such as:

- the Canadian Manufacturers' Association
- the Canadian Chamber of Commerce
- the Canadian Labour Congress Labour Studies Centre

- the Consumers' Association of Canada
- the Economic Council of Canada
- the Conference Board of Canada
- the Co-operative Union of Canada
- the Canadian Bankers' Association

and so on.

So I am here today to express not only the concerns of the Foundation, but to carry to you the request from many individuals and organizations that priority be assigned to providing students with a basic economic education.

Why are these people concerned?

They are concerned because most students are leaving school having had little or no education in basic economics or how the economy functions. They leave school to become involved in the economy as

- workers
- consumers
- entrepreneurs
- investors
- consumers
- and voters.

On a daily basis they will be called upon to make economic decisions and to incorporate economic factors into decisions they make regarding politics, society, family, future and so on. Yet in their formal education, if things remain unchanged, they will receive virtually no background or training in the subject.

For these many groups and organizations, and for CFEE, it is difficult to understand why this is, or has to be, the case.

Historically, there are reasons why this has been the case. The following are some of these reasons :

- a general lack of understanding regarding what "economic education" is
- the perception of economic education as being too complex
- a lack of effective, balanced resources
- a lack of trained teachers
- a lack of teacher training opportunities
- a lack of teacher support due to their misperceptions of economic education and their regard for it as an intrusion into their disciplines or competition for their students
- a lack of direction in economic education
- a poor general image for the discipline generated by the media's focus on economic forecastors as the spokespeople in economics. Since many of these people are statisticians involved in extrapolation their forecasts are, inevitably, often incorrect and create a negative image for the discipline
- a lack of co-operation among interest groups frequently a result of conflict and competing ideologies.

Having identified these historical reasons we believe, however, that most of these inhibiting factors have been eliminated or are receding and should not impede steps toward providing students with a fundamental economic education.

I. Through recent times and a much heightened interest in economics and the economy, people have a much better general idea of the discipline and its concerns regardless of whether they understand the subject or not.

II. We, at CFEE, and those who support us, are not encouraging the production of little economists. We aren't concerned with the ability to prognosticate and forecast. Rather, we are recommending that students be provided with the fundamental tools to enable them to make rational economic choices and decisions, incorporating an understanding of how economic concepts and issues play a fundamental role in many other disciplines including

- history
- geography
- social studies
- business education
- politics
- home economics

etc.

and in the many decisions which will confront them in their lives such as those related to

- employment
- running a business

- investment
- consumption
- voting
- money management
- careers and training

etc.

III. Resources are now available to support teachers
  (i) at the elementary level
  (ii) at the junior high and intermediate levels
  (iii) at the senior high level

- there are texts, workbooks, film strips, films, student worksheets, simulation games and there is considerable work going on in the development of computer software.

Not all resources are equally good but, for the most part, they have been reviewed and it is generally known which are effective and which are not.

Furthermore, there is a proliferation of new material being developed as economic education expands.

As it stands,Saskatchewan has not been involved, and is not involved, in a number of major projects in economic education in which many other provinces in Canada are participants. Participation occurs when the provinces have assigned priority to economic education.

IV. Teachers still lack training but there are now programs which have been established to provide training. Teacher training is taking place in B.C., Ontario, Quebec, Nova Scotia and Newfoundland and, soon, in Alberta.

These programs provide the groundwork for programs which could be established here.

Within Saskatchewan there is a keen interest in providing training for teachers who could benefit. Interest has been shown by:

- the University of Saskatchewan
- the University of Regina
- the Saskatchewan Teachers' Federation

and others.

There are, for the first time, individuals in Canada who have degrees in economic education and who are willing to help develop teacher training programs.

Such programs are extensive throughout the U.S.

CFEE is developing Teacher Support Packages to assist teachers with:

- knowledge of available resources
- course structure
- evaluation
- concept teaching

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- teaching of economic issues

In summary, all across Canada we have found that teachers tend to have an initial aversion to teaching economics content but once introduced, find it to be one of their most enjoyable since it is alive, relevant, current and applicable to other things they are teaching.

VI. With the rapid expansion and progress of economic education in Canada and the U.S., there is now a considerable quantity of what one might call "Leadership Documents" available. Such as

- concept lists
- what can be taught at what grade levels
- methodologies

etc.

These don't have to be regarded as in any way prescriptive but exist as resources and completed research which could be used as reference work for whatever is done in Saskatchewan.

VII. One factor on which I am pleased to report is that CFEE is having considerable success with obtaining the joint co-operation of business, labour and other groups. Whereas in the past, groups tended to stand in their ideological corners and throw stones, they are now recognizing areas of common interest. They are also coming to realize that for their particular ideolgical perspectives to be put forth, they have to be prepared to allow them to stand alongside others. They have come to

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recognize that education does not eliminate the teaching of biases but will only teach them within a balanced context.

Hence, I believe it would be likely to obtain joint and co-operative support from the major sectors in the economy with any economic education program established in Saskatchewan. CFEE would be willing to assist in whatever way deemed appropriate.

As confirmation of the importance and viability of economic education for students I would like to share the fact that compulsory economic education is planned for

- British Columbia
- Alberta
- Ontario (to be confirmed)
- Quebec
- Newfoundland.

Nova Scotia is considering curriculum change.

Again, what has been done could serve as reference for work in Saskatchewan.

I would like to note that in some provinces the compulsory program is integrated into Social Studies courses and in other cases it stands alone as a course(s) in economics.

Regardless of how Saskatchewan might proceed, I would urge that economic education begin at a young age when students can become comfortable with concepts and, over time, acquire the ability to apply and synthesize economic factors into other subjects and disciplines.

Young students can grasp economic concepts.

Indeed they are often unconsciously aware of many of them. The teacher must simple extract and organize their information and experience and lead its application to events, issues and decisions.

To summarize, in the modern Canadian society, indeed in a global context, we believe it is vital to provide students with a basic economic education, to provide them with the understandings that will assist them with the many economic decisions they face now and will face in the future.

I do not believe it is an exaggeration to classify economic education as a life skill. Economic factors permeate our lives today.

In addition to the benefits to the individual, it is important to our entire democratic society that its citizens are informed and are equipped to make the rational decisions expected of them.

Two vital aspects of any economic education should be

(1) the development of sound decision-making skills

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(2) an awareness of our economic interdependence - as individuals, as regions, and as a nation in an international context

Decisions made in isolation (without information) or without an awareness of the cumulative impact individuals decisions can have, can create confusion, inefficiencies and human hardship.

To fulfill responsibly the role of citizen in today's society, it is imperative to have a basic economic education.

Furthermore, an economic education should help alleviate frustration, passivity and vulnerability to influence.

We are not, in any way, demeaning the value of such disciplines as:

- math
- languages
- science

and others.

But indeed, if we believe that it is important for students to be educated in these disciplines in order to function effectively in the real world, can we really deny a place to a basic economic education?

If we teach students about the weather (something over which they have no control), we can teach basic economics which will assist them with rational decisions which will have an impact on their own lives and the lives of others.

We have developed a complex society with a sophisticated economic system and we expect Canadians to participate knowledgeably, responsibly and rationally in this system as consumers, workers, producers, entrepreneurs and voters. We have taken a society and developed a sophisticated economic machine without telling the bulk of the participants what is going on.

Think of the irrationality of the system in general. We expect Canadians to maintain realistic expectations but we do not educate them in the link between money and real wealth. They continue to be unaware that if we doubled the money everyone had, but did not increase production, we would not be better off. We expect Canadians to manage finances rationally while providing no understanding of such simple fundamentals as economic trade-offs and choices, opportunity costs and proper use of credit.

It is vital that Canadians be offered an education which provides them with some of the most basic of economic understandings. Particularly significant would be instruction related to:

- The basic economic problem and why we have an economy
- How are goods and services produced
- How are prices determined
- How does a market operate
- The key role of productivity in an economy
- The difference between "money" gains and "real" gains

- Why some goods are produced publicly and why others privately
- The relationship between taxes and government spending

The list could go on and on.

Furthermore, it is important that most Canadians understand the basics of the following (many of which are common to political platform statements):

- Monetary policy
- Fiscal policy
- Interest rates
- Competition policies
- Government regulation
- Balance of payments
- Value of the dollar
- Inflation - its causes and policies to alleviate
- Unemployment - its causes and policies to alleviate
- Canada's international competitiveness
- Market concentration
- Federal deficit

It is time to provide Canadians with a sound, balanced, reasoned and thorough economic education. We, at the Canadian Foundation for Economic Education, and those who support us, believe that it is time to do something about the tragic problem of economic illiteracy.

Specifically, we request that any process of curriculum change in Saskatchewan, assign a compulsory component to ensure students receive a basic economic education. The Foundation would be willing to assist the Department in any way in the process of such change.

Again, I thank you for the opportunity to present a case for economic education in the schools. I wish you success in your challenging task. And I hope you will call upon the resources of CFEE on any occasion in which we may be of assistance.

Thank you.

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BRIEF

TO THE MINISTER OF EDUCATION'S ADVISORY COMMITTEE ON CURRICULUM AND INSTRUCTION

SASKATCHEWAN DEPARTMENT OF EDUCATION

on

FERTILITY AWARENESS

SERENA SASKATCHEWAN
April 26, 1983

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INTRODUCTION

There is a general formation program for adolescents that is not frequently part of any major high school program, be it Home Economics, Christian Ethics, History or Family Life Education. That formative thrust is fertility awareness. In a way, it is good that it is not specific to any course, for its nature should be to pervade parents', teachers' and students' philosophies; it should be part of their lifestyle.

Fertility awareness is the right of every young man and woman; it is primarily the responsibility of parents to provide it, to create an environment of respect for human sexuality by educating their children in its biological and moral aspects and by guiding them in appropriate behavior, always with due regard to their child's maturity.

To ensure that fertility awareness is part of the home and school programs, both parents and teachers should have access to proper educational opportunities in areas relating to family life education. Obviously, such an education will entail more than detailing the facts of life, anatomy and physiology of reproduction, which could then remain mere biology and very mechanistic. It entails appropriating this information, applying it to one's life. Such an education includes an awareness of the power to create life, and leads to regarding fertility as a rich resource, a gift and a blessing, akin to Rachel in the Old Testament: "Give me children or I shall die!" (Genesis 30:1). There, infertility was the great curse.

We suggest that the Saskatchewan Department of Education consider seriously this positive dimension of fertility awareness as part of a general orientation to all courses in the curricula, but, of course, especially in areas including a family life education component. The

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following are some positive aspects of fertility acceptance.

I. CELEBRATING FERTILITY DURING PUBERTY

1. A time for celebration. If fertility is regarded as such a rich blessing, it should be celebrated. Although the blossoming of fertility at the time of puberty is very private, it nevertheless has definite social dimensions and should be a public event. The problem is that we are culturally impoverished in this area, for we have no rites of passage into puberty as some other cultures have. For other cultures such an important transition is likened to becoming a god or in touch with God; indeed, in the Genesis account the first parents are to share in God's prolific fertility: "Be fruitful and multiply and fill the earth!" (1:28). Others see the advent of fertility as sharing in the powerful cosmic forces such as the seasons of the year.

For varying reasons, puberty can be a mystifying and even a fearful time. There is an overtly new sexual dimension in one's life with the problem of how to integrate it into one's existence.

2. A time of new meanings. Puberty can be an important time to have contact with the very young and with older people. The mystery of new life is very evident in babies; we can easily delight in them since they are so cuddly and adorable. But the time of association with the very young can also be a time to learn some of the responsibilities of child care which can be very difficult and demanding. In some high schools, teenage mothers are cared for on the school grounds.[1] On these campuses, because of the realism of child care, the incidence of teenage pregnancy is much lower than on other campuses. In general, therefore, the problems of life should not be divorced from the mainstream of life.

Contact with older people is also very important during puberty. When the young have "attained the age", there can be more meaning to their having acquired the family name, to carrying on the family heritage. There is therefore more need to foster this sense of family and community through contact with uncles, aunts, cousins, and grandparents who recount personal and family histories and customs. Fecundity can then provide a natural cohesive force to help one realize that he/she is an heir to a legacy and heritage, that one is tied into a history and that one's progeny and one's self are rooted in a past.

3. A time to understand the distinction between sexuality and genitality. Being a man or a woman (sexuality) does not depend on genitality (sexual intercourse). Such an understanding can help explode the vapidity of cultural stereotypes about what it means to be a man and a woman.

4. A Time to realize that relations between young men and women can be fertile in more ways than the genital. The realization and growing practice of the equality of the sexes can lead to many joint creative projects in non-genital ways. This can be a time to develop psychological and not physical intimacy, a time for friendship with one's own sex and with the other sex.

5. This can be a time for setting limits, for developing sexual mastery. It is a time for developing the forebrain, that unique part of the human anatomy which embodies the creative, intellectual and controlling aspects of the human person. As the folds of these malleable parts of the brain increase, the "mind", in the words of Dr. Wilder Penfield, "controls the brain". Within the context of a healthy environment and with encouragement and individual tenacity, the young adult can learn to control his more instinctual tendencies.[2] Of course, the example of parents and teachers is crucial here. How do parents/parent and teachers deal with tensions and frustrations? Do they give up, lose control or reach for

the nearest bottle?

Sexual mastery has to be part of mastery on many different levels: food intake, material luxuries, sports, writing, studying. An example may be helpful here: A mother and her child came to Mohandas K. Gandhi one day. The mother, bemoaning the fact that her child could not be weaned from eating sugar, asked the Mohatma: "Tell him to stop!" Gandhi asked her to return with her son in three days. When they met again, Gandhi asked the son to stop eating sugar. "How come it took you three days to ask him not to eat sugar?" the mother asked. "Well, you see, three days ago I was still eating sugar!" Gandhi replied. Gandhi's congruent action with the child's could also be a way of promoting authentic parent-child relationships.

6. A positive regard for fertility can lead to feelings of self-worth and dignity. One learns to accept oneself as one is, without tampering with one's sexual apparatus. From an early age, children should be encouraged to listen closely to their bodies to become aware of their bodies' messages demanding sleep, food, exercise, a change of pace, a vacation. In addition, they can become aware of the effects of certain foods and medications. Young women can discover that bodily changes occurring in their cycles can affect their dispositions. This kind of personal experience forms an excellent foundation for instruction in natural family planning and provides the basis for trust in their own natural body functions.

7. A time for trusting an adolescent's ability to become a responsible person capable of living with the power of their fertility. Obviously, the full burden of choice in sexual-genital matters will not be laid on the head of the adolescent alone, but at the same time as there is education and guidance in ways of self mastery and in the generally

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accepted ideal and possibility of life-long marital commitment, there will be a clearing, a trusting space where he/she can make free decisions.

II. NEGATIVE APPROACHES TO FERTILITY

It is easy and trendy to focus exclusively on the problems of puberty, however. In trying to ferret out the positive aspects of fertility we become aware that the cultural trend is often in the opposite direction. Although there is a groundswell of support for ecological concerns, from adopting healthy consumer habits to banning the bomb, the prevailing technological, social and cultural forces are often opposed to fertility acceptance. Let us examine some of these negative approaches:

1. Contraceptives embody a heavy negativity toward fertility. They are a form of technology geared toward the suppression of fertility and, in the case of IUDs and some of the pills, their stark negativity is evident even more in their abortifacient effects. This anti-fertility technological package then quite logically includes abortion and sterilization. Far from being a blessing, pregnancy is termed "a contraceptive failure". Fertility, normal, healthy sexual functioning, is suppressed or curtailed, implying a denial of a vital part of one's being.

2. In the technological model, fertility is regarded as pathological. Fertility is portrayed as an enemy, an undesirable side-effect, an evil to be avoided at all costs, with pregnancy regarded as a sexually transmitted disease. The proper pathological setting for family planning, pregnancy and childbirth is then the hospital or clinic. One's reproductive powers are regarded as alien to one's self, not part of one's person.

3. Fertility is subjected to a technological fix. To challenge the need for instant solutions in problems relating to fertility is often to challenge conventional wisdom. But the problems touted as centering around fertility are generally only human and social ones.

Prescribing a fix, be it the steroid fix of the pill, the mechanical fix of the IUD, the castration fix of sterilization or the annihilating fix of an abortion does not address directly the teenager's or the adult's problem.

4. A negative approach to fertility emanates from and feeds on ignorance, passivity and an overoptimistic regard for technology. The challenge is to have role models who celebrate their fertility and who live and love in full expression of their personhood, including their physical, emotional and spiritual dimensions.

III. RECOMMENDATIONS

The negative attitudes toward fertility should be discussed in the family and high school contexts only after a thorough fertility acceptance education, as outlined in the first section of this brief. Parents and teachers who have taken options for the negative approach, based on the information and circumstances of their day, should be encouraged not to withhold the positive options from their children and students.

A re-education of parents and teachers is necessary to ensure that prevailing technological trends are not the only options available. Educational institutions need to focus on a "wellness model" and not on the pathological one exclusively. If this re-education takes place a positive regard for fertility will be the underlying philosophy of all parents and teachers and not the understanding of only a few educators dealing with Family Life Education.

Serena Canada has 28 years and Serena Saskatchewan 10 years of experience in the instruction of fertility awareness in high schools and to engaged and married couples. We continue to offer our services to all inquirers.

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NOTES

1. See Mary Shivanandan, "Fertility Awareness for Adolescents," Marriage and Family Living, February 1980, 19-21.

2. Dr. Josef Roetzer, "Pastoral Medicine and Natural Family Planning," International Review of Natural Family Planning 1 (Spring 1977) 22-30.

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May 2, 1983

SUBMISSION TO THE CURRICULUM AND INSTRUCTION REVIEW COMMITTEE

PREAMBLE:

I attended, in part, the hearings held by the Curriculum Review Committee in Regina, March 6, 1983. It was more of an education for me than a chance to present a brief. Although hearings such as you held throughout the province, are an opportunity for all to respond, I am sure I represent many parents when I say that we are quite intimidated by the process, simply because we are "new to the game".

The brief from Deshaye - St. Jerome schools was especially encouraging because the two schools definitely provided an avenue of approach and input for the parents. Parents often do not feel welcome to investigate curriculum or to contribute towards its updating.

1. It is vital that parents are a part of any curriculum review on an ongoing basis. They need to continue to have input and to evaluate after the initial opportunity. If they are allowed to work along with the educators, they will better understand the process. The Educational System will flourish under such a collaboration.
2. Concern about classroom activities which involve the making of moral decisions by students. Certain activities, games and values exercises involve an invasion of the student's personal and family privacy and may be seen as emotionally manipulative or conducive to moral relativism.

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3. The school environment, the attitudes of the teachers and administrators, is very important. There must be
   :respect for the rights of the teachers
   :an understanding of the responsibility of the example given by the teacher
   :an understanding of the responsibility of the guidance given by the teacher.
4. The family is challenged by the Educational System. The family is the integral unit in society. Confusion reigns over the sexist and non-sexist material in the school; over the evolution of family life--types of families; over the role of the family (ie. husband and wife roles).

Enclosed is a copy of a resolution passed at the Provincial CWL Convention, June, 1981. Our Minister of Education, Mr. G. Currie, was sent a copy of the resolution in March, 1983. (When it was sent to our former NDP Government, the Minister of Education failed to reply.)
The resolution specifically addresses concerns mentioned in the preamble. The whole issue of the Co-operative and Community Life Curriculum isolates and is one example of the issues raised above.

Sincerely,

Claire Heron

EDUCATIONAL ISSUES: PRESENT AND FUTURE

WHEREAS Secular Humanism threatens the moral participation of society in its own self-governance by the imposition of a philosophy which directly challenges the right to religious freedom; and

WHEREAS moral values education based on Secular Humanism philosophy can lead to a breakdown of morals, the deterioration of family life, disrespect for authority, and the rejection of Judeo-Christian values; and

WHEREAS some values education programs probe into the real or imagined psychic and emotional problems and into the lives of students and their families by encouraging students to participate in psychotherapeutic techniques such as sensitivity training, psychodrama, role-playing, encounter groups, touch therapy and other psychological games that have no academic significance; and

WHEREAS the "Co-operation and Community Life" Resource Curriculum constitutes a specific example of a curriculum containing techniques and content that places students at a psychosocial risk;

THEREFORE BE IT RESOLVED that the REGINA Arch Diocesan Council of the Catholic Women's League of Canada request that:

A The Provincial Department of Education, the Provincial Colleges of Education, and the Saskatchewan Teachers Federation;
  1) evaluate [redacted] educational methodology, educational materials, and educational trends [redacted] for Secular Humanist philosophy, psychotherapeutic techniques, and values education packages;
  2) prepare a position statement on these issues to be made available for public reaction and input;

B The Minister of Education establish an ongoing standing committee at the provincial ministry level for input and evaluation regarding the underlying philosophies of classroom materials. Such a committee should be composed of members of which at least one half are parents who have no professional involvement within the educational establishment(s) and the balance of the committee to be selected at the discretion of the Minister. This standing committee would also serve as a liaison with local school advisory committees (as established in the Education Act, 1978/ Part II/ Sections 137-142) and the Minister of Education; and

BE IT FURTHER RESOLVED that the REGINA ArchDiocesan Council of the Catholic Women's League of Canada request C.W.L. Members, parents, teachers, school administrators, the Catholic Section of the Saskatchewan School Trustees Association and the Saskatchewan School Trustees Association to increase scrutiny of all school curricula promoting Secular Humanism, psychotherapeutic techniques, and programs contrary to the aspirations of the local community;

BE IT FURTHER RESOLVED that the Co-operative College of Canada and the Saskatchewan Department of Co-operation and Co-operative Development be requested to revise or remove objectionable material in the "Co-operation and Community Life" curriculum used in Saskatchewan before further implementation throughout Canada.

Submitted by: Provincial Convener of Education, Saskatchewan Provincial Council,
Catholic Women's League of Canada

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BRIEF: EDUCATION ISSUES: PRESENT AND FUTURE

The welfare of the person in the community constitutes the essential criterion for achieving the common good of society. Both the Declaration of Human Rights and the United Nations were established not only to depart from the horrible experiences of the Second World War but also to create the basis for continual revision of programs, systems, and regimes from the fundamental point of view of the welfare of the person in the community.

The actual achievement of the welfare of the person in the political community requires that the people composing society are master and sovereign of their own destiny. This can only be realized if power is exercised with the moral participation of the society or people and not by the imposition of a philosophy by a certain group upon all the other members of society. This is particularly relevant at the present time in our province which has recently celebrated its cultural, social, and community traditions during its 75th anniversary. Our anniversary celebration, centering on people, has been instrumental in helping Saskatchewan citizens to rediscover their roots, to increase their social awareness, to recognize the need for maintaining and strengthening the family and to encourage parents to have a right to share in the education of their children while taking into account the conditions of our society and the necessary vigor of public authority.

Although it is true that in the contemporary world, as the philosopher Paul Ricoeur has written in collaboration with other international scholars, there is a humanism which is in search of its foundations and which manifests two opposing trends, one rooted in the Divine and another which denies the Divine; it is also true that at the heart of this opposition is the paradox that*"the phenomenon of unbelief, a-religiousness , and atheism, as a human phenomenon, is understood only in relation to the phenomenon of religion and faith."* It is therefore difficult, even from a "purely human" point of view, to accept a position that grants atheism a free reign in public education and in social life, an atheism which not only challenges but also denies the right to existence of other beliefs.

While recognizing the divergencies in humanism which is present globally and even within our province, nevertheless it remains an historical fact that our society has been built on the Judeo-Christian ethic. Our laws have reflected the admonitions of the Ten Commandments and the God-given rights and guarantees enumerated in the federal constitution and in federal and provincial laws which are the bases for public and separate systems of education at all levels.

Although the systems of education are protected by legislation, new educational trends threaten to undermine the fundamental harmony not only between the systems of education but within the public system itself. Under the name of humanistic education which is not education in the humanities, such as history, philosophy, languages, etc., a Secular Humanistic approach is taking hold in the provincial school curriculum.

Secular Humanistic education, purporting to be scientific and value-free, is in fact a movement and not a discipline. In essence it is the promotion and inculcation of social change based directly and indirectly on the "articles of faith" as expressed in the HUMANIST MANIFESTOS of the religion of Secular Humanism which has been declared an official religion by the Supreme Court of the United States.

Recognizing the universal principle and right of Religious Freedom whereby Christianity is accorded full religious and social status in our society, the religion of Secular Humanism could be accorded the same right provided that it does not undermine the very principle of the right to religious freedom. The crux of the problem is that some principles of Humanist Manifesto II are implemented in the educational process and undermine the right to religious freedom. For example - Humanist Manifesto II first principle on Religion; "We believe, however, that traditional....religions that place revelation, God.... above human needs and experience do a disservice to the human species. .... We find insufficient evidence for the belief in the existence of a supernatural... As non-theists, we begin with humans not God...."

... (John Paul II, Encyclical Redempto Hommis)

The religion of Secular Humanism is a mixture of good and bad. Many secular humanists are working in worthwhile and laudable causes. However the basic principles of their godless philosophy and view of life is diametrically opposed and hostile to what Christians believe in, namely a creator-God who saves us. This is the very basis of Christianity. Secular Humanism is a religious movement which centers on the 'self' because no higher authority is recognized. Man is his own god. The Secular Humanist approach in education promotes methods which corrupt and undermine moral character by creating the exclusive need for children to search inward to self-autonomy instead of outward to [redacted] and upward to God for guidance. Secular Humanism in education is controversial because it raises and challenges the deepest held values and beliefs about human beings. By purporting to free people to be themselves it directly undermines Judeo-Christian values, behaviors, constraints, and conventions. In other words by directly attacking Christianity it is a direct challenge at the very right of religious freedom.

Secular Humanism in education is found most clearly in the area of moral values education, especially in the methods and approaches which are loosely lumped together under such labels as 'Values Education', 'Values Clarification', and 'Reflective Values Education'. The teaching methods, approaches, or strategies have been woven into numerous curriculum materials by subtle and open methods. "Each of these approaches has some benefits. The problem is not that any of them is clearly all wrong, but none of them is clearly all right." (Education Canada/Winter 1980/page 13) A major problem in Secular Humanism is the fact that God's revealed word is completely ignored as a source of determining what is right and wrong. Consequently, the repeated use of various strategies leads children to become numbed to any moral values and to shift away from the sanctity and quality of life ethics which has been the traditional Judeo-Christian ethic to a purely quality of life ethic which is the Secular Humanist ethic:

> "Morals education should not be confused with formalized religious principles or rigid moral codes... The emphasis is on moral reasoning and examining one's own values, rather than inculcating specific virtues, such as honesty... There is a neutrality; any choice is right as long as the student can explain why he holds the value." (Better Homes and Gardens, September, 1978)

This claim to neutrality becomes the facade for the justification of any behavior whatsoever since explanations for why any values are held are readily available. Explanations alone without principles of right and wrong do not qualify as justifications; at best, such explanations are rationalizations.

To allow the educational process in the public schools to intervene in the private matter of values education is a usurpation of parental rights and personal freedom. Religious denominations do not expect the public schools to teach the moral values specific to their particular denominations, but they also do not expect that the public school will contradict or undermine generally recognized moral values.

Furthermore, to introduce values education based on the principles of Secular Humanism into Christian Separate Schools is a contradiction to their goal of educating children in a system where the Love of God and of His Son, Jesus Christ, and respect for all people is the philosophy and basis of the system.

Secular Humanist based teaching and psychotherapeutic techniques have been introduced into curriculum resource materials used in schools across Canada. This raises two distinct but complementary problems. The first concerns the resource materials and the second concerns the ability of teachers to handle the materials and techniques.

(1) Concerning resource materials, educators have adopted and used many of the widely known moral values approaches without seeing their weaknesses and limitations. The "Co-operation and Community Life" Resource Curriculum is an example of a curriculum package where many of the objectionable methodologies, techniques, and strategies can be found. (Appendix II to this brief is an example of a detailed critical evaluation of the curriculum.)

The "Co-operation and Community Life course consists of three main components: the Co-operation and Community Life section for elementary schools; Co-operation Outlooks — Social Studies and Co-operation Outlooks — Business Education are both designed for secondary schools. This entire package is available as resource materials to supplement school curricula. It is available through the Co-operative College of Canada and the Saskatchewan Department of Co-operation and Co-operative Development.

The original course was developed in Manitoba in 1974-75 and not used other than as a pilot project. The Co-operative College of Canada purchased the resource materials and copyright in June, 1979. In 1980 the Saskatchewan version was sent directly to every school in Saskatchewan but not through the regular channels of School Boards of Education. The Canadian version is currently under revision to update the material to obtain a more national focus. The Co-operative College of Canada aims to have the Canadianized materials in all schools in Canada by 1985. Translation into French is also planned.

Values Clarification was a popular educational trend in 1974. Since that time volumes of books and articles have been printed testifying the fact that values clarification and numerous other strategies in this course are indeed harmful, morally relativistic and Humanistic based. If the 1985 goal to have the materials in all schools in Canada is reached, it will mean that a great deal of time and expense has been used to promote a course that is eleven years old, and that contains numerous exercises destructive to children's values; exercises which should therefore not be used in schools.

It would be reasonable for the Co-operative College of Canada in designing a resource curriculum to stress a *cooperative goal structure* learning process that could be used in combination with *competitive* and*individualistic goal structured* learning processes. In the Ideal classroom all three goal structures could be appropriately used. The exercises used by a cooperative goal structure in ethics and values education lead to the invasion of the privacy of the student and his/her family and to the promotion of a secular Humanistic philosophy. This is not appropriate or acceptable.

The "Co-operation and Community Life" section for elementary schools in its assumptions, objectives, exercises and bibliography attests to the Secular Humanistic based philosophy and use of psychotherapeutic techniques. Some of the objectionable sections of the elementary program are: approximately 19-20 exercises which infringe on the rights of personal privacy and family privacy; questionnaires used in 24 exercises; 10 teacher cautions or warning notations regarding the personal nature of the exercises; role-playing which is suggested 11 times; 22 of Sidney Simon's Values Clarification strategies used in exercises; the Religious Life Section which covers religious life as institutions only and then focuses on religious conflict throughout the world. Other areas include the use of situation ethics, dilemmas, touch therapy, sensitivity training, Secular Humanistic philosophy, death education, and games which have no academic significance.

Because of complaints about the curriculum, the Co-operative College of Canada, in October 1980, tightened up the wording in Assumtion #2 and removed from the bibliography four resource books and added one. (See Appendix I) These changes were made with the stated belief that these revisions would make the manual accessible to more Canadian educators. These so-called revsions make no difference to the curriculum, what is needed is a total change in the philosophy and approaches.

(2) Complementing the problem of questionable materials is the problem of teachers abilities to handle the materials and techniques. The extensive use of psychotherapeutic techniques such as sensitivity training, role-playing, encounter groups, etc. (which must require parental permission) are behavior modification techniques designed as "agents of change" in working with the mentally disturbed. Many child psychologists and psychiatrists state that teachers, who are untrained in diagnostic assessment despite their best intentions, do not understand the implications of unleashing highly charged emotions in class, or results which can follow outside the classroom. Taking part in sensitivity training and encounter groups led by untrained people can be disasterous and cause enormous psychosocial damage.

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In conclusion there is an evident need for Departments of Education, Colleges of Education, and Teachers Associations to accept the CHALLENGE to take IMMEDIATE action to evaluate the goals and directions of educational methodology, materials, and trends now in use. Our educational professionals with respect to the public taxpayer need to state their position on these issues to the public for reaction and input.

There is also clearly a need for educational awareness of the methodology and materials being used in schools and for increased scrutiny or examination in detail of school curriculum by: parents, teachers, school administrators, school trustees, curriculum developers and anyone concerned about where we are headed as a society.

Increased awareness and scrutiny by Catholic Women's League members at all levels of the league enables members to fulfill their obligation to the Catholic Women's League objective "to uphold and defend Christian Education and values in the modern world."

Increased scrutiny is required not merely on behalf of "minority and religious groups" (The Co-operative Consumer/January 31,1981) but also on behalf of the majority of society who respect the Judeo-Christian moral values upon which this country was originally founded.

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COMMUNITY HEALTH SERVICES BRANCH
BRIEF TO CURRICULUM & INSTRUCTION REVIEW

INTRODUCTION

Community Health Services Branch welcomes the opportunity to respond to the Curriculum and Instruction Review initiated by Saskatchewan Education. As emphasized by the Task Force for Learning Through Living Health in 1979, the foundations for adult health are built in childhood. If the health care field is ever to focus on other than rescue missions for overweight, out-of-shape, depressed, and ill-informed adults; it must participate more vigorously and effectively in the health learning of children and youth.

Health must be seen as more than a subject to be taught in school for it is the cornerstone in the full development of human potential. As defined by the World Health Organization: Health is a state of complete physical mental and social well-being and not merely the absence of disease and infirmity.

This brief addresses issues in the interdependent areas of Health Education, Health Service, and Healthful Environment within Saskatchewan schools and recognizes the contribution of each to the health status and understanding and appreciation of health of individuals and communities.

HEALTH EDUCATION

Outside the family, the social, physical and learning environment in schools provides the greatest influence on the growth and development of children. Health Education is a vehicle by which students can develop knowledge, skills, attitudes and behaviors (habits) which contribute to their physical and mental health and safety. The major challenge in Health Education is to promote well-being and vigor rather than the avoidance of illness, now and in the foreseeable future. Health learning opportunities must be age-appropriate with messages about the same health issues being available throughout all the school years. Health must be seen as a positive concept; a condition to be sought and maintained. Therefore, Health Education must emphasize learning FOR health rather than ABOUT health.

The priority given to Health Education in schools is a critical factor in the development of healthy society. Although Health Education has been a compulsory part of the Division I, II and III curricula for some time, it has not always been taught. Health assists all learning and therefore Health Education becomes an essential support for all other school priorities throughout all the school years.

> It is therefore recommended that higher priority be given to Health Education within schools. It is further recommended that development of a curriculum that will be effective in assisting students achieve higher levels of health and well-being be undertaken in Divisions I through IV.

Health practices are a series of decisions which have to be made daily and throughout life, therefore development of skills for problem solving and decision making is basic to Health Education.

Individuals must learn how to decide between conflicting advice. On almost any health topic divergent views are offered in every bookstore and in every channel of the mass media. Health issues feature in every general readership magazine. A curriculum built upon the integrated concepts of Human Biology, Lifestyle, Environment and Health Care Organization would provide students with the necessary information upon which to base their decisions.

Opportunities for children to learn about health directly through participation and practice are essential as well. Inquiry learning at all ages encourages students to solve problems, make decisions and interact with others. It must be recognized that students of different ages have different interests, abilities and opportunities to learn about health. Methods which are appropriate for one age are not useful at another. For example, health lessons learned and firmly believed at eight or nine years of age do not necessarily hold true for youth of fourteen. Otherwise, we know there would be fewer smokers today.

Through a well planned school Health Education program, the student and his family are assisted to make decisions and assume responsibility for their own health. The ultimate goal in learning responsible decision making skills is to facilitate the reduction of health risking behavior and to increase health enhancing behavior.

> It is therefore recommended that Health Education curricula for Divisions I through IV include content aimed at the development of students' decision making skills.

It is recognized that the development of a positive self-concept and a feeling of competence is of major importance to health learning. School activities and evaluation methods that are competitive must be de-emphasized in favour of methods that are co-operative. Every student deserves to be a winner, to be able to accomplish things and to experience the self-esteem and confidence that characterize a winner.

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Youth, Health and Lifestyles, a survey of the health attitudes of young people carried out in 1979 by Saskatchewan Health, identified several mental health concerns including peer and family relationships; academic and social pressure; coping with stress, nervousness, and anxiety and depression. Society is witness to alarmingly high levels of alcoholism, emotional stress, drug dependence, adolescent suicide, and family breakdown. The school is often the best prepared and equipped institution in the student's life to generate a fulfilling emotional and psychological environment and a sense of belonging. To address such issues, active programs promoting positive mental health should be included in the school health curriculum which include opportunities for group discussion and problem solving. The emphasis must be to develop positive attitudes toward self and health rather than instill fear of health hazards alone.

> It is therefore recommended that schools establish more ways to permit involvement of students and families in learning activities that provide satisfaction, enhance self esteem and support positive mental health.

Habits established as children and youth may last a lifetime and are difficult to break. The ability to critically examine lifestyles and behavior and to understand the consequences becomes crucial. As emphasized by the Federal Provincial Advisory Committee on Community Health in 1974, Canadians in general are in

> "poor physical shape and do not choose leisure activities that might improve their condition. Many Canadians are overweight and a large percentage of the more affluent population suffers from malnutrition in spite of an abundance of food. Continued and increasing abuse of drugs, especially alcohol and nicotine, occurs despite the well-known detrimental affects of these substances. Sexually transmitted diseases are reaching epidemic proportions. Sheer carelessness, drunkenness and foolhardiness lead to the inordinate mortality and hospitalization rates due to accidents, particularly motor accidents. The increase in mental illness is also of serious concern. In sum, the lifestyles adopted by many Canadians, consciously or unconsciously, contain many self-imposed risks to health and safety."

The positive correlation between physical fitness and academic performance is well demonstrated.

> It is therefore recommended that part of each day be devoted to physical activity.

Cigarette smoking is the greatest known cause of preventable illness and death in North America today. As well, second hand

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smoke is known to have deleterious health effects on students. It is recognized that schools have a responsibility to provide a healthful environment for learning and that teachers have a responsibility to promote proper health habits.

> It is therefore recommended that all schools promote non-smoking on school property.

It is recognized that Health Education is a powerful tool for building skills, increasing awareness and creating a climate for change.

Alcohol and drug abuse among young people in Saskatchewan represent a problem of major significance. According to the 1979 study, Youth, Health and Lifestyles, eighty-four percent of adolescents aged fifteen to nineteen years consumed alcohol on more than one occasion during the previous year. Thirty percent of these young drinkers indicated that they had tried to cut down on the amount of their drinking with six percent of drinkers viewing the use of alcohol as problematic. It is also estimated that nearly one-half of Saskatchewan's young people aged fifteen to nineteen years have at some time used marijuana.

> It is therefore recommended that topics on drugs and alcohol be mandatory parts of the curricula for Divisions I through IV in Saskatchewan schools. It is further recommended that teacher training programs offer units of study in the area of drug and alcohol abuse.

Nutrition education must be an integral part of Health Education. Presently, emphasis is placed on memorizing nutrients and their deficiency diseases rather than on issues that address students and adults today. (i.e. Nutrition Recommendations for Canadians which include decreasing salt, sugar and fat, and increasing fiber from fruits, vegetables and whole grains.) Since nutrition is not only for girls, Home Economics is not seen as the most appropriate class for nutrition education. As well, preparation for the responsibility of parenthood should be addressed since many of the students will become parents within a few years of graduation from high school. As preparation for future adult responsibilities, preconceptual nutrition, prenatal nutrition, and infant feeding should be included in Health Education.

> It is therefore recommended that nutrition education be included in all Health Education curricula.

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Accidents with resultant injuries occur each year in every aspect of school life. It is known that emergency care is the first critical link in the management of trauma.

> It is therefore recommended that all teachers and Division IV students have training in basic first aid skills, and that physical education teachers and coaches have additional training in CPR. It is further recommended that all schools develop written policies regarding arrangements for emergency care of school-related accident victims.

Saskatchewan has the unenviable record of one of the highest teenage pregnancy rates in Canada. Human sexuality education must be a major component in the health education of people of all ages. The significant need for people to understand the multidimensional aspects of human sexuality which include ethical, biological, psychological, sociological and cultural considerations is recognized. This understanding can enhance individual well-being and participation as a family member.

Sexuality education is an ongoing process beginning at birth. Parents and others who have influence on a child's life provide sexuality education in numerous ways, sometimes consciously and deliberately, sometimes indirectly and unknowingly. Education about sexuality often is not planned; information is provided by well meaning yet unprepared adults, siblings and peers. In many homes and communities deliberate discussions of sexuality are avoided because of embarrassment and lack of accurate information.

As emphasized by the American Association for School Health, a partnership between families, schools and community members to develop human sexuality education programs is required. This joint effort will attempt to combine the community's diverse cultural and ethical considerations with the expertise of well-trained sexuality educators. Students can be encouraged to discuss their values and beliefs in the context of classroom discussions. Parents and other adults who work with young people must be encouraged to become better informed sexuality educators as well.

Formal sexuality education programs in school settings should:

1. recognize and foster the complementary relationship between families, schools and the communities in which they function;
2. involve parents and other community members with professionally trained school personnel in program development and curriculum design;
3. be taught by school personnel who have been sufficiently prepared to teach sexuality education;
4. consist of materials and lessons appropriate for particular ages and special needs;
5. provide opportunities for adults in the community to learn about sexuality and how to discuss it comfortably with others.

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It is therefore recommended that Saskatchewan Education in co-operation with the Saskatchewan School Trustees Association encourage all school boards to make available basic programs on human sexuality within all four divisions of the school system.

In addition to increasing the status of Health Education, schools must be encouraged to integrate health topics with other subjects. Physical education, social studies, science, home economics, family life and guidance many be subjects chosen for integration and co-ordination of health topics. Bicycle field trips in physical education would contribute to increased safety knowledge as well as physical fitness. As part of social studies, interaction with day care centres or institutions for the aged would enhance acceptance and understanding of individuals throughout the life span. The varied possibilities regarding Health Education and its integration into other subjects have been well demonstrated in the Moose Jaw School Health Project. In this three year pilot study, public health nurses are available to seven schools in the Moose Jaw Health Region at least one day each week to provide health services and assist teachers with health education. During the 1981-82 school year, over 150 health education classes and activities were provided by teachers and public health nurses.

As soon as students make their way in the world outside the home, the influence of peers becomes important. Developing health learning opportunities as a part of a peer culture has the potential for greater impact on health behavior.

The "Health Is It" initiative in the Melfort-Tisdale Health Region is an example of a project where health needs are identified by students themselves. Learning experiences are planned by students, their teacher advisors and the public health nurse. Other examples based upon the peer concept include peer counselling in place in several Saskatchewan high schools.

Educators with a broad knowledge of the health and social sciences can enliven the interest of students and make health relevant to daily living. In order to do this, teachers require both pre-service and inservice training in Health Education.

It is therefore recommended that all teachers receive pre-service education and ongoing inservice education regarding Health Education.

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Our goal must be to develop Health Education programs that:

- involve students in the learning process;
- allow them to take more responsibility for their own health;
- and bring them into meaningful dialogue with parents and significant adults.

Such programs hold promise for helping students not only to learn about health, but assist them in acting responsibly to improve their health potential.

SCHOOL HEALTH SERVICES

Educational programs will have the greatest effect on improving student health when they are complimented by selected individual diagnostic and treatment services in the school. School based health services are especially appropriate when it is desirable to reach a very large portion of children in a school age group. The following are examples of important school health services:

- Immunization
- Vision screening
- Auditory screening
- Scoliosis screening
- Nutrition counselling
- Dental preventive and treatment services
- Personal health counselling services

Saskatchewan public health nurses and dental therapists are seen as the main health service contacts within schools with consultation provided upon request by other Saskatchewan Health personnel such as nutritionists, pharmacists, health educators and community mental health workers. For example, consultation with nutritionists would be encouraged as schools adopt policies regarding nutritious/low sugar foods to be offered in schools.

All school health services must include mental and emotional health services. Youth, Health and Lifestyles Report identified a significant need for accessible counselling services for health and social matters.

Ideally, health services should be available to students throughout their school lives, with the range of services dependent upon age and with the students' responsibility for appropriate use of these services increasing as they mature. Projects such as the Moose Jaw School Health Project must be encouraged in order that school health services be more adequately staffed and be more responsive to needs of individual schools. Effective information exchange between the school and the home, and between teachers and health workers must be enhanced.

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> It is therefore recommended that the following school health services be provided by Saskatchewan Health personnel: Immunization, vision screening, auditory screening, scoliosis screening, dental preventive and treatment services and health counselling/promotion for individuals and groups. It is further recommended that adequate facilities for the provision of the above mentioned health services be available within all schools.

Speech-language services are best provided to school aged children by school speech-language pathologists.

Saskatchewan Education is encouraged to pursue an increase in the level of speech-language pathology services in schools to an acceptable minimal level, as well as ensure that pre-service education in speech-language development and disorders be required of all elementary teachers. Screening programs, alternate treatment models, and case selection criteria must be developed for school speech-language pathology programs since innumerable children are in the schools without the help of personnel who understand the development of speech and language, or who know how to maximize this development in normal or disordered children.

> It is therefore recommended that school boards accept responsibility to provide speech-language pathology services to school aged children and continue to develop such school-based services (e.g., Shared Service Projects).

School health services to children and youth with special needs must not be overlooked. Learning disabled students are at high risk for the development of social, emotional and behavioural problems. Improved diagnostic and remedial services in the primary grades would contribute significantly to a reduction in the duration and/or severity of these problems, and need to be developed at the local level.

Pregnant teens and teen parents comprise a growing group of students who require special support to reduce the risk of early school leaving. Wider availability of programs tailored to meet their unique needs, such as the Balfour Special Tutorial operated by the Regina Board of Education, is needed.

The special needs of students who drop out of school before completing their education is another serious issue which requires early attention through the development of innovative and flexible alternative and re-entry programs.

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A commitment has been demonstrated to the principle of normalization of handicapped students through inclusion in local education programs. As the next step in this process, increased attention to the social and vocational development of these students through provision of social skills training and career education is required.

Significant needs also exist for children from low income families, and for those of native ancestry. Both the health and education systems have failed to service Indian and Native children adequately. Community Schools are a positive attempt to address this issue and should be retained and expanded. Other innovative strategies should also be initiated, which may include special curricula and services for Indian and Metis students.

> It is therefore recommended that Saskatchewan Education, in co-operation with other government departments and community agencies, develop innovative strategies to meet the special health needs of at-risk students.

HEALTHFUL ENVIRONMENT

To the public at large, environmental health often connotes a concern for the health of the environment - dealing with improved crop lands, forest preserves, erosion, pollution of lakes and provision of open space and nature for the enjoyment of the population. A healthy agriculture, industry or business is one which produces well and continues to improve. Thus, many individuals consider a healthy environment to be one which is maintained or improved for the pleasure and enjoyment of the public. Environmental health may then be considered to be that activity which is aimed at assuring this desirable, natural environment. Because of this viewpoint, there is a pressing need to re-establish the public's understanding that environmental health is primarily concerned with the health of people, through the control of environmental factors which are or can be deleterious to human health.

In recent years a growing complexity has characterized our interaction with the environment. Environmental issues with wide ramifications include land use planning, resource problems and deteriorating neighbourhoods. It can also be said that these many environmental health concerns have no easy solutions. Certainly though, one viable means of addressing many health concerns is through environmental health education.

Environmental health education is not only the development of adequate knowledge, but also the development of positive attitudes and behavior regarding environmental health issues.

We must not only increase our students knowledge of environmental health science but also take the time to study social psychology and health behavior to provide appropriate educational experiences.

The traditional K to 12 education marks the beginning of formal learning in a lifelong learning process. Information concerning environmental health must form part of the curriculum if we are to instill environmental health concepts during these educational years.

To facilitate the above, environmental health topics could be interwoven with already existing courses in biology (food-borne illness, communicable diseases), chemistry (toxicology), physics (radiation, noise), social studies (environmental ethics), and vocational education (occupational safety and health).

Many activities in environmental health could be presented outside the classroom and such projects should be action orientated, problem solving activities which allow children to work in the community.

An example of such a program is the "Golden Garbage Can" competition between the cities of Weyburn and Estevan. In this program a reduction in the level of city litter is achieved by providing garbage bags through the schools and encouraging competition between the Cities. A prize is then awarded to the community judged to have the least amount of litter by the Weyburn-Estevan Health Region.

One interesting outcome of this and similar programs is the realization that a public awareness campaign is not effective unless coupled with support technology and information on how to do it. This how to do information can and should form part of our educational system. Other activities presented outside the classroom could involve bicycle safety, accident prevention, playground safety and field trips to water, sewage and solid waste facilities.

We believe that the Saskatchewan educational system can help students develop an appreciation of environmental hygiene. Teachers have succeeded, to a large degree, in efforts at achieving this goal in the area of personal hygiene. We believe that what is needed now is a balanced, integrated approach between environmental hygiene and personal health.

Environmental health has been defined by the World Health Organization (WHO) as the "ecological balance between man and his environment" where this balance is viewed through a broad health perspective. Ultimately, therefore, a change in behavior relative to environmental issues will help produce a citizenry that is knowledgeable in the total environment and

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its associated problems. Further, those people will be more aware and better skilled in becoming involved and in helping to solve these problems and will be motivated to work towards their solution.

> It is therefore recommended that environmental health topics be included in Divisions I through IV.

Every effort must be made to protect the health and safety of the students and teachers involved in the educational system. In recent years there has been an increasing awareness of the impact which various facets of the environment make upon learning. Careful attention to the total school environment can, we feel, be supportive of the general educational program and at the same time, make a sound contribution to health education.

To this end, Saskatchewan Health is concerned that all schools, either existing or being built, should be constructed with basic public health principles in mind. That is, the following areas must be addressed: accoustics, lighting, housekeeping, insect and rodent control, air conditioning, water supply, sewage disposal and solid waste disposal.

With many larger schools having large food service facilities and artifical swimming pools as part of their design, it is equally important to address these areas as well.

Community Health Services Branch is concerned that there does not appear to be a well co-ordinated program for assessing and monitoring school facilities. Although plan approvals are requested from a variety of agencies, we do not have any uniform health standards to assist us in our review. As well, operational requirements appear to vary throughout the province and are not being uniformly insisted upon.

> It is therefore recommended that Saskatchewan Education in co-operation with Saskatchewan Health develop school health environment guidelines to ensure that environmental standards are adhered to.

CONCLUSION

This paper considers health in its broadest sense and school health as an integral part of community health. This places special health responsibilities on other agencies and groups in addition to those of the school. While realizing the rights

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and responsibilities of the family in the health status and maintenance of the child, it is recognized that a child's development is a partnership. The community as a whole and its various groups and agencies, including the school, have specific responsibilities to the child in both the service and promotion fields, and it is important that they be comprehensive and co-ordinated.

Preliminary results regarding "Issues in Schooling" indicate that many believe there is too little use of community resources by schools. As health professionals, we recognize that a school health program cannot and will not stand alone. A comprehensive school health education program in our society is best achieved in combination with other agencies. To facilitate this goal, we believe that school programming should be family and community-oriented.

Community Health Services Branch recognizes the unique roles and capability of the school in assisting youth in the realization of good health through knowledge, understanding and practice, and in developing a critical assessment of changes and conditions affecting their well-being, and that of their family and community. Health and Education authorities must place high priority and appropriate resources on the educational aspects of school health. Continuing liaison between Departments of Health and Education for the purpose of improving school health education and services is essential.

April 28, 1983

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